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BUREAU OF EDUCATION

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CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY

EDITED BY HERBERT B. ADAMS

No. 12

THE HISTORY OF HIGHER EDUCATION

IN

OHIO

BY

GEORGE W. KNIGHT, Ph. D.

PROFESSOR OF HISTORY, OHIO STATE UNIVERSITY

AND

JOHN R. COMMONS, A. M.

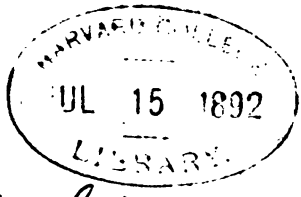
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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., July 1, 1891.

SIR: I have the honor to forward for publication a monograph upon the history of the colleges and universities of Ohio. This is one of the series of Contributions to American Educational History edited by Prof. Herbert B. Adams, PH. D., of Johns Hopkins University, the preparation of which was approved by your predecessor, on the recommendation of Hon. N. H. R. Dawson, then Commissioner of Education.

This monograph was undertaken by Prof. George W. Knight, of the Ohio State University at Columbus, Ohio. Professor Knight, after having completed the histories of a number of the Ohio institutions, was compelled on account of sickness to discontinue his work, and its completion and elaboration were assigned to Mr. John R. Commons, a graduate of Oberlin College, some time a student in the Johns Hopkins University, and now professor at Oberlin.

Owing to difficulties found in the way of visiting all of the institutions in Ohio, it has been found necessary to depend in several cases on local authorities connected with the institutions, and in such cases the sources of the history are indicated.

No State in proportion to its population has seen a larger number of colleges organized within its boundaries. They have sprung up in all parts of the State under a great variety of circumstances. Many have found the struggle for existence too severe and have succumbed, while the great number that have survived and the increasingly encouraging prospects which they now enjoy indicate that they have met a real need. The prominence which Ohio has attained among the States of our Union is ascribed by many of her citizens largely to the great number of her colleges. The reader of the following pages will meet names of many men of prominence in the highest offices of our nation who found their earliest stimulus on the upward path of service to their country in the small colleges of their immediate neighborhood. In the days before railroads penetrated their State, when it was impossible for the hard-working farmers' sons to meet the expensive demands of the higher eastern institutions, these local colleges served a good purpose. But whatever may be the theories of different persons with regard to the multiplication of smaller colleges to the detriment of large centralized universi-

ties, it is interesting to note the processes of natural and artificial selection that have been going on among the Ohio colleges. The building of railroads and the growth of wealth have given a new phase to their work. Those which have been unable to keep along with the increasing demands have gradually disappeared or have been content with a lower position. In this connection there will be found an interesting paper in the appendix to this monograph on the history of the "Association of Ohio Colleges," prepared by Prof. John M. Ellis, president of the association, which shows the peculiar problems of the Ohio colleges, and the manner in which the leading institutions have combined to meet them.

One feature which will strike the reader of the following histories is the many new experiments and reform ventures that characterize most of the Ohio colleges. It seems that whenever a body of educational reformers with similar ideals became moved with a strong impulse to put their principles into practice, they chose Ohio as the scene for their experiment. Here were to be found intelligent people from the East without the conventional limitations of the older communities which they had left, and at the same time with a warm appreciation of education. In this way Ohio has led the nation in several important educational movements, which, springing up on her fresh soil from her peculiar conditions, have spread to other places where similar conditions prevailed. Especially in the West and Northwest is her influence traced. She was the first State formed out of the great Northwest Territory, and many of her problems had to be solved outright, without precedents from older States. Their solution was accepted by her younger sisters as they entered the family of States, and in turn many of them have reacted upon the older East.

The experience of Ohio with regard to her State universities is not one on which that State can look with unmingled satisfaction. Recently, however, she has endeavored to atone for the past, and the outlook for these institutions is more promising. Besides the three universities recognized as State institutions, State aid has recently been given to Wilberforce University, the institution established for the education of colored youths. This aid, however, is confined to the manual and industrial departments. Two facts have prevented Ohio from developing a State university that should acquire a national and even international fame like that of other State institutions, namely, the dissipation of her energies in the attempt to carry three independent institutions and the number and influence of her private institutions, which have as a rule prevented any extensive or systematic aid to the State institutions. These private institutions are not wholly denominational, although nearly every religious denomination has its representative. There are six private institutions wholly nonsectarian in character. At the same time it would be incorrect to say of some of the so-called denominational institutions that they are sectarian, since their faculties

include members of very different denominations, and in no case are religious tests required of their students.

The aim of this monograph has been to give a history of the higher or collegiate education in Ohio, and in pursuance of this plan no mention is made of medical, law, and theological schools except as they are connected with colleges proper, and even in this case they occupy a subordinate place. It is the history of liberal and non-professional education that has mainly been kept in mind. In the same way preparatory schools, even though they are found in connection with all the colleges, are treated as being an appendage growing out of peculiar needs of western colleges, and not as primarily the subject of this monograph. In the appendix will be found an interesting discussion on the relations of Ohio colleges to the high schools of the State, and of efforts that are now being made to coördinate these two departments of education. This paper was prepared for the present monograph by Prof. Henry C. King, of Oberlin College, upon the basis of a paper previously read by him before the Association of Ohio Colleges.

An interesting feature of education in Ohio, which, however, the limitations of the present monograph do not permit of presentation herein, is the excellent female seminaries located in different parts of the State. Some of these have a national reputation. Their work, however, is not that of colleges proper. Yet the higher education of women is not neglected in this monograph, since, with but few exceptions, the Ohio colleges have put into practice the coeducation of the sexes, giving equal facilities to young men and young women. This principle, indeed, is one in which Ohio has been a pioneer, and its practical application in that State furnishes an interesting feature to this contribution.

W. T. HARRIS,
Commissioner.

HON. JOHN W. NOBLE,
Secretary of the Interior,
Washington, D. C.

HIGHER EDUCATION IN OHIO.

I.—STATE INSTITUTIONS.

I.—OHIO UNIVERSITY.

(ATHENS, ATHENS COUNTY.)

As Ohio University bears the double distinction of being the first college in the United States founded upon a land endowment from the national Government, and also of being the oldest college in the Northwest Territory, it seems especially fitting that a full account of both its material and educational history should be given.

The university owes its origin and endowment to the Ohio Company of Associates, who in 1787 purchased a large tract of land from the old board of treasury for the purpose of colonizing it with pioneers from New England. The history of that company and of its connection with the ordinance of 1787 has been so frequently told as to make any restatement of it here unnecessary. It is essential, however, to note the part which the company, through its agents, and especially Dr. Manasseh Cutler, played in obtaining from Congress an endowment for a college. On the 5th of July, 1787, Dr. Cutler, by authority of the Ohio Company, visited New York, where Congress was sitting, the object of his visit being to make, if possible, a contract for the purchase of a large block of lands in what is now the State of Ohio. He immediately began in an energetic way to push the plans of the company, which included not only the purchase of lands but the establishment of a government by Congress over the then distant and unsettled West. By July 19, a fortnight after his arrival in New York, Dr. Cutler had been so far successful in his labors that Congress had passed the celebrated ordinance of government (July 13) and an ordinance stating the conditions of a contract for the sale of the lands desired by the company. This latter ordinance was unsatisfactory to Dr. Cutler, and on July 21 a series of proposals was submitted by him, setting forth the only conditions on which the company would purchase. Among these conditions it was specified that "lot No. 16 be given perpetually, by Congress, to the maintenance of schools and lot No. 29 to the purposes of religion in the said townships; two townships near the center, and of good land, to be also given by Congress for the support of a literary institution, to be applied to the intended object by the legislature of the State." Of these provisions the first—that pertaining to school lands—had been inserted in the ordinance of July 19, but the last two were new.

These demands met with opposition in Congress, but the pressure of debts and the need for money prevented a second rejection of the

conditions. On the 23d an ordinance was passed which, with a few modifications made four days later on the further demand of Dr. Cutler, authorized the board of treasury to contract for the sale of the lands with the foregoing grants or reservations for educational and religious purposes. While it is thus evident that the persistency of Dr. Cutler, who possessed the essential characteristics for a successful and honorable lobbyist, was the force which won the day for higher education, he is not necessarily to be credited with originating the idea of Congressional endowment of colleges. In June, 1783, Colonel Bland, a Delegate in Congress from Virginia, in a resolution touching Western lands, had proposed to utilize the income of certain of the lands for "founding seminaries of learning." In the same year Timothy Pickering had given utterance to a similar idea. No direct result came from either of these proposals, and they are important only as showing that the proposal of Dr. Cutler was not a novel one, though its details were probably original with him; certainly the honor of obtaining this endowment belongs to Dr. Cutler even though the idea may have originated elsewhere.

In 1795 the lands to be devoted to the support of the university were located. The townships selected were those now called Athens and Alexander, in Athens County. Gen. Rufus Putnam, who was deeply interested in the proposed institution, used his influence to secure settlers for the college lands. * * * December 18, 1799, the Territorial legislature appointed Rufus Putnam, Benjamin Ives Gilman, and Jonathan Stone "to lay off, in the most suitable place within the townships, a town plat, which should contain a square for the colleges; also lots suitable for house lots and gardens for a president, professors, tutors, etc., bordering on or encircled by spacious commons, and such a number of town lots adjoining the said commons and outlots as they shall think will be for the advantage of the university."—[President W. H. Scott, 1876.

The work provided for in the foregoing act was done, and was approved by the legislature in 1800.

PLANS FOR ORGANIZATION.

It has been stated or assumed by several writers that, whatever was the motive for this first Congressional grant for a college, it was the general intention at the time it was made that the institution taking the benefit of the grant should be in a broad sense a public college, more directly and organically connected with the State than a college on a private foundation. A careful investigation of the facts, however, fails to substantiate this assumption and shows that the idea of State direction in the affairs of the college was of later origin.

Dr. Cutler's interest in the proposed college did not end with the successful accomplishment of his labors in New York. Though he did not himself become one of the pioneers of the Northwest, he nevertheless from his Massachusetts home continued to exercise a strong and guiding influence in the affairs and plans of the "colony." In the recently published Life, Journals, and Correspondence of Dr. Manasseh Cutler

are contained several letters that directly concern the history of Ohio University and the early plans for its organization. From these letters it appears that as late as 1799 no movement had been made towards the organization of the college, and no steps taken to utilize the land grant beyond those already mentioned.

February 3, 1799, Gen. Rufus Putnam, writing from Marietta to Dr. Cutler in Massachusetts, gave a few hints as to his own ideas concerning the method of organization, and concluded as follows:

I hope you will give me your opinion, or rather a systematized plan applied to our circumstances and the objects we have in view.

July 15, 1799, Dr. Cutler responded:

I have attempted to throw my ideas on paper, * * * but I have not been able to mature my mind sufficiently to satisfy myself and am sure I should not be able to satisfy others. * * * So far as I had opportunity I have consulted the charters of public seminaries in Europe and America. Those in our own country are generally the most modern, and the best adapted to the purposes intended; but none appear to me to accord with a plan so liberal as I think ought to be the foundation of the constitution of this university.

August 7, 1799, General Putnam again urged Dr. Cutler to send on his plan.

This request [he writes] I must again renew, and by a systematized plan I mean a bill in form of an act or law incorporating A. B., C. D., etc., and defining their powers, accompanied by such remarks as you may think proper to make. We are totally destitute of any copy of an incorporating act or charter of a college or even an academy; but this is not my principal reason for applying to you. It is a subject I know you have long thought of, therefore I request of you not only the form, but the substance.

June 30, 1800, Dr. Cutler wrote to Putnam inclosing a "Charter of University" in form for adoption by the territorial legislature. Accompanying it was a long letter in the nature of a commentary on each of its sections. The charter proposed to create a body politic under the style of "The Board of Trustees of the American University;" the names of eleven trustees were to be inserted in the act, and they were to be given the right of perpetual succession. The two townships of land were to be placed in the control of the board, and they were to be given power "forever hereafter" to lease and rent the lands for the use of the university, the proceeds to be applied as the trustees might direct. They were also to have all powers of making rules and regulations for the university, selecting its president and faculty, and controlling the course of study.

From the foregoing several facts may be gleaned:

(1) Dr. Cutler, the father of the university, proposed to create such a corporation as would be created for any private college and to make it a close corporation.

(2) To this corporation the charter proposed to give full and absolute control over the Congressional endowment.

(3) In no way, directly or indirectly, did this proposed charter in-

dicate that the university when once created was to stand in any peculiar public or semipublic relation to the State.

(4) No right was to be reserved to the legislature to modify the charter at any future time or to exercise any authority in the affairs of the college.

In 1802 the legislature of the Northwest Territory passed an act establishing a university and giving to it in trust the land grant. This charter was in the main the one prepared by Dr. Cutler, but with certain amendments that entirely changed the character of the institution. The most important of these changes were as follows:

(1) The first trustees were named in the charter and were to serve for life, but their successors were to be chosen by the legislature of the territory or State whenever vacancies occurred.

(2) No limit as in the case of private corporations was placed on the amount of property that might be held by the corporation.

(3) The legislature reserved the right to add to or take from the powers granted to the trustees, "as shall be judged necessary to promote the best interests and prosperity of said university."

These changes, which some writers have thought unimportant, in reality established a widely different legal relation between the government and the college from that proposed by Dr. Cutler. Instead of being one among numerous private colleges, the institution was in an appreciable degree brought under State control. It does not appear that at that time there was any thought that the State would ever be called upon or would deem it proper to assist in sustaining and enlarging the college, nor was there then or later any suggestion of connecting the institution with the public system of education. Nevertheless the act marked the first step in the Northwest Territory towards the assumption by the State of some care for higher educational interests.

The writer has made long but fruitless search to ascertain why and by whose influence the plan of Dr. Cutler was modified in the manner indicated. The determination of this point would furnish an important link in the history of the inception and progress of the State university idea in the northwest.

The act passed by the territorial legislature in January, 1802, as recited above, chartered the American Western University and located it in the town of Athens. The trustees comprised the most prominent men in the territory. There is no evidence that any organization of the board of trustees was effected under this act, and in 1804, after the admission of Ohio as a State, the general assembly passed an act which superseded that of 1802. By this second charter the institution was given the name Ohio University and its objects and duties were declared to be "the instruction of youth in all the various branches of liberal arts and sciences, the promotion of good education, virtue, religion, and morality, and conferring all the degrees and literary honors granted in similar institutions." The first trustees were named in the

act of incorporation and were to hold their offices for life. As vacancies occurred they were to be filled by the legislature of the State. The governor of the State and the president of the university were *ex officio* members of the board of trustees.[1]

FINANCIAL HISTORY.

The two townships of land were given as an endowment to the university by the act of incorporation, and minute directions were laid down for their management by the board. The trustees were to appoint three disinterested freeholders to subdivide and value the lands in their original and unimproved state. After this valuation was made and after four weeks' notice "in the newspaper printed in Marietta," the trustees were to give to any applicants leases for 90 years, renewable forever on a yearly rental of 6 per cent. on the amount of the valuation. The land so leased was to be subject to a revaluation at the end of 35 years, 60 years, and finally at the end of 90 years. After each appraisal the lessee was to pay a rent of 6 per cent. thereon until the next was made. The State was never to tax the lands, but the university was given power to lay an additional yearly rent equal to the amount of State tax "imposed on property of like description." In effect the State taxes upon these two townships were given to the university, though the State did not undertake to collect them.

During the ensuing year about 20,000 acres were applied for, but Governor Tiffin was of the impression that while the prospects were flattering "the settlers on these lands were induced to apply for leases under the impression that the legislature would review the law and be governed by a more liberal policy." This opinion of Governor Tiffin and the legislation to which it led mark the beginning of a series of acts which deprived the university of its principal endowment and which can be contemplated with satisfaction by no one unless he be the fortunate lessee of Ohio University lands. By the new law passed in 1805 as a consequence of these suggestions of Governor Tiffin, the trustees were to lease the lands to any persons who had applied or might apply for 99 years at an annual rent of 6 per cent. of the appraised value of the land. The law contained no express statement concerning revaluations, and repealed only so much of the previous act as was "contrary to this [later] act."

Under this act the lands were nearly all speedily leased and the income from the rents soon became available. In 1826 permission was given the trustees to convey a title in fee simple to such of the lessees as desired it, and about 2,000 acres have been so conveyed upon payment of the appraised value named in the lease.

[1] The number of trustees was subsequently fixed at 21. Since the adoption of the present constitution of Ohio the trustees have been appointed by the governor, subject to confirmation by the senate.

In 1841 the university began to reap the bitter fruit of the law of 1805, for when at the expiration of 35 years they took steps to have the lands revalued as provided in the law of 1804, the lessees objected on the ground that the revaluation clause had been repealed in 1805. A suit brought to test the matter was decided by the supreme court of Ohio in favor of the trustees; but an appeal was made to the General Assembly by the lessees, and by the pressure brought to bear—and the pressure was enormous, as practically the entire population of the two townships was interested—the legislature was induced to pass a declarative or interpolative act that it had been the intent of the act of 1805 to repeal the revaluation clauses. By this legislative act or legislative interference, the fate of the endowment fund was sealed and the university was compelled to face the fact that thenceforth for all time its income from the rent of the two townships would be merely $4,200 per year. "The aggregate valuation of the university lands for taxation is $1,060,000, while the valuation for rental is scarcely $70,000."

After neglecting for nearly three-quarters of a century to take advantage of a clause in the charter authorizing the university to levy annually an additional rent equal to the State taxes, the trustees in 1875 undertook to exercise this power. The lessees resisted this unavailingly, and this additional rent now amounts to about $3,000 yearly. The total income which the university derives from two townships is thus about $7,500.

STATE AID.

Until 1881 the State did not appropriate a dollar for the support or equipment of the college,[1] but beginning in that year appropriations for various purposes have been made as follows: 1881, $20,000; 1885, $4,900; 1886, $6,950; 1887, $5,000; 1888, 4,600; 1889, $4,650; 1890, $10,675.

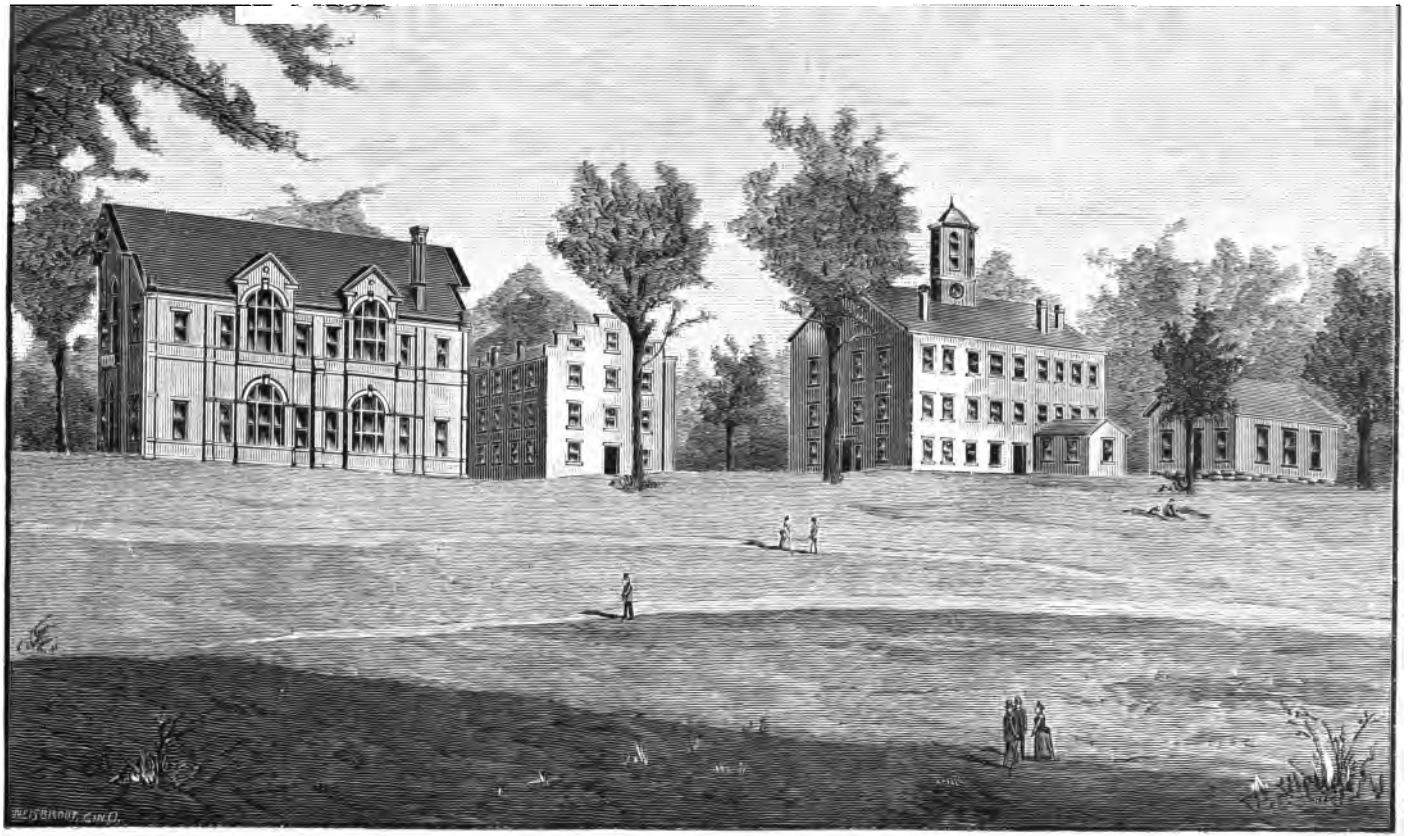
It is believed by the friends of the university that from this time forward the people of Ohio through the general assembly will continue to appropriate funds for the maintenance of a State institution which but for the unwise action of a previous generation of legislators might be to-day in possession of a large endowment from its lands.

BUILDINGS.

The buildings of the university stand upon a campus of ten acres, laid out for that purpose in the original plat of the town.

[1] In 1838 the general assembly authorized the commissioners of the canal fund to lend $5,000 to the university, and a portion of this debt was canceled may years later by act of the general assembly, thus practically giving a small sum to the university.

In 1817 the general assembly authorized the organization of a lottery for the purpose of raising "a sum of money not exceeding $20,000, to be appropriated to defray the expense of completing the college edifice lately erected at Athens, and to purchase library and suitable mathematical and philosophical apparatus for the use of Ohio University." How much, if anything, was realized from this lottery I am unable to ascertain. The idea of raising funds for educational institutions by a lottery seems not to have been unusual in early days.



OHIO UNIVERSITY, ATHENS.

The original building, called the academy, was erected in 1808–09. It was a two-story brick building about 24 feet by 30, containing one room on each floor. For ten years this was the only building belonging to the institution. The building was removed many years ago.[1]

The next building, known to-day as "the central building," was erected in 1817. It is 82 feet long by 50 wide and is three stories high. This building, which is the oldest college building now standing or ever erected northwest of the Ohio River, was extensively repaired a few years ago, but, though made more convenient and modern in its interior, special care was taken to preserve the original form and external appearance, and when new material was used, as in rebuilding the tower, the original plan was followed; thus the work on the exterior was rather that of restoration than remodeling. At present this building contains most of the recitation and lecture rooms of the university and the laboratories.

Near each end of this building is a structure 60 by 40 feet and three stories in height. One of these was built in 1837 and the other in 1839. They were extensively repaired a few years ago and are used principally as dormitories, though in one of them one story is devoted to the normal department of the university. In 1882, by the aid of an appropriation from the general assembly, a chapel building was commenced and completed in 1883. This building is a plain but substantial structure of brick, and as its name implies is intended primarily as a chapel and for public gatherings at the university. The upper story is given up to the literary societies connected with the institution.

These buildings situated in a pleasant campus are in style and appearance properly in keeping with the modest character of the university. Little has been spent for display, since the funds with which the buildings were erected were so small as to warrant no expenditure that was not absolutely necessary.

EDUCATIONAL HISTORY OF THE UNIVERSITY.

The following sketch having special reference to the work of the university was prepared by Dr. Charles W. Super, president of the university. Though it touches upon some points already discussed, it mainly deals with them in their bearing upon the educational beginnings in Ohio, and hence may not be regarded as a repetition.

"It is well known that the first white settlers in New England were men of a high average of intelligence, and that morally as well as intellectually they represented the best elements of the people of the mother country. It is without precedent or parallel in the history of colonization that newcomers manifested an equal solicitude for higher education and a willingness to make similar sacrifices in order to secure its benefits for their immediate posterity. After the Revolution which secured the independence of the colonies, the influence of New England

[1] Historical sketch of Ohio University, by W. H. Scott, 1876.

was paramount in the organization and settlement of the territory northwest of the Ohio River, and it was only natural that the settlers should remain true to the traditions of the fathers in their educational policy no less than in other affairs. Indeed, it was to be expected that collegiate no less than elementary education should receive early and careful attention.

"It is conceded by all that next to the Declaration of Independence the most statesmanlike document that issued from the hands of the founders of our Republic was the ordinance of 1787, the third article of which declares that 'Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.' It is of this ordinance that Daniel Webster says, 'I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character.'

"While it is not necessary here to say much upon the history of the Ohio Company's purchase, it is proper to notice that one of the conditions of said purchase was that the United States should reserve two complete townships for the purposes of a university, and that the State to be soon formed should be made the custodian of this trust in order that its objects might be adequately carried out in conformity to the wishes of the company.

"An examination of the whole case leads to the unavoidable conclusion that the ordinance and the purchase were twin measures. The one was passed on the 13th of July, the other on the 23d of the same month. They were advocated, and urged upon Congress by the same committee, and were jointly considered and debated by that body. One of the measures could not have passed without the other. The agents of the company were unwilling and declined to make the purchase except upon the condition that the ordinance should be passed upon the further condition that the provision named for the founding and endowment of 'an university' and the promotion of education should form a part of the contract.—Judge John Welch.

"When the contract had been concluded no immediate steps could be taken for carrying out its provisions owing to Indian wars and other hindrances. However, a reconnoitering party that was sent out in 1795 for the purpose of locating the university lands reported 'that townships 8 and 9 of the fourteenth range are the most centrally located in the purchase' and in all respects best suited for the object had in view.

"The leading mind in the establishment of the Ohio University was Dr. Manasseh Cutler, a man who is justly entitled to rank among the half-dozen greatest scholars and thinkers that this country has produced. Indeed, considering his varied attainments, his industry, and his sagacity in public affairs, it is doubtful whether New England had given birth to more than one or two greater men than he up to the close of the last century. Yet his merits are little known except to careful students of our history, and his services in the promotion of education in the northwest have only become matters of common knowledge

through the publications that have been called forth by the recent Ohio centennial. His recently published 'Life, Journals, and Correspondence,' give us an insight into his ideas of what an institution of higher learning should be and throw a few interesting side lights on the condition of education in the then newly-settled parts of the country.

"Dr. Cutler was familiar with the management and condition of the colleges in existence in his time, and it was natural that his proposed new university, which was to be dignified with the epithet 'American,' should be modeled more or less closely after these. Looking at the matter from the standpoint of to-day, one is somewhat amused at the solicitude he manifested lest his proposed university should become too wealthy, and at the wholly inadequate conception he had of the funds necessary to the maintenance of a university, as the term is now understood. In his proposed charter he provides that the annual income from its real estate shall not exceed $40,000, and from its personal estate $50,000. In his comments upon this section he undertakes to show that the sums named are not extravagantly large, because Oxford and Cambridge had at that time much greater revenues. He thinks that, in the first instance it will be necessary to open a Latin school, because there will probably be no youth qualified to enter the freshman class. Yet he thinks students will not be wanting, as there were several academies in the neighboring parts of Pennsylvania, Virginia, and Kentucky, where Latin and Greek were regularly taught, as also at Marietta. He has further reason to believe that before long other Latin schools will be established in the territory. He is of opinion that a pretty large, two-story building will be sufficient for all the needs of the university for some years, and he is not in favor of dormitories for the residence of students if they can be dispensed with, believing it to be much better for students that they should room with families in the town. In fact, the university had no dormitories until about 1840.

"In 1797 the first settlers began to arrive on the university lands. Two years later a commission appointed for that purpose proceeded to lay off a town plat with a square for a college and also lots suitable for residences for a president, professors, tutors, etc., in close proximity. The name proposed by Dr. Cutler was not adopted, but in other respects his draft of a charter was pretty closely followed. The legislature thought that Ohio University would be a more suitable name, and it was substituted. It seems probable that the idea of several States growing out of the Northwest Territory had already begun to take shape in the minds of some of the members and a less comprehensive name seemed more suitable.

"When the State of Ohio was organized the control of the university lands and the destiny of the projected university passed under the authority of its legislature. In 1808 the trustees began the erection of a plain two-story building, in accordance with the suggestion of Dr. Cutler. It was ready for use in the following year and on the 1st of

June opened for the reception of students. A few days later the board of trustees laid down a course of instruction which consisted of 'the English, Latin, and Greek languages, mathematics, rhetoric, logic, geography, natural and moral philosophy.'

"But three students reported for duty on the day the 'university' was opened, none of whom remained long enough to graduate. The first and for some time the only teacher was the Rev. Jacob Lindley, a native of Pennsylvania and a graduate of Princeton. He was a member of the class of 1798 and came to Ohio, in 1803, as pastor of the Presbyterian church at Waterford. His connection with the university continued in various relations from 1805 to 1838, in which year he removed to the State of Mississippi. In 1812 Artemas Sawyer, a graduate of Harvard, was employed to assist Mr. Findley, and in 1818, Joseph Dana, a brother of President Dana, of Dartmouth, was appointed professor of Latin and Greek. The first class, consisting of two members, was graduated in 1815. One of these was Thomas Ewing, whose subsequent career as a jurist, statesman, Cabinet officer, and Senator made his name familiar to the whole country. With a few exceptions a class has been graduated every year from that date to the present time.

"A full faculty was organized in 1822. Its president was the Rev. James Irvine, a Presbyterian clergyman, just graduated from Union College. The Rev. Jacob Lindley, already spoken of, became professor of rhetoric and moral philosophy, Joseph Dana of ancient languages, and Henry D. Ward preceptor.

"The following year the Rev. Samuel D. Hoge was elected professor of the natural sciences. The other presidents have been the Rev. Robert G. Wilson, a graduate of Dickinson College, from 1824 to 1839; the Rev. William H. McGuffey, a graduate of Washington College, and now well known as the author of a series of readers, from 1839 to 1843. The university was closed for five years after this date, but was reopened in 1848, under the presidency of the Rev. Alfred Ryors, a graduate of Jefferson College. He remained in office until 1852, when he was succeeded by the Rev. Solomon Howard, a graduate of Augusta College in Kentucky. Dr. Howard continued in the presidency until 1872, when he resigned on account of ill health, and was succeeded by the Rev. William H. Scott, a graduate of the institution over which he was called to preside. President Scott remained at the head of its affairs, greatly to its advantage, until 1883, when he was succeeded by Dr. Charles W. Super, a graduate of Dickinson College, the present incumbent.

"During the first quarter of the present century the Ohio University was the only institution of collegiate rank in the Northwest Territory, and the number of its graduates had not exceeded 25. That most of these had been well educated according to the standard of their time there is every reason to believe. But the people as a whole seem to have concerned themselves comparatively little about the higher educa-

tion, because matters of more pressing importance to them engaged their chief attention. The fact that the instructors were graduates of the older colleges of the country naturally and almost necessarily made these the standard by which to regulate the work of the new institution so far as it could be done. Nor is there any reason to doubt that they were desirous to keep up to the old standard to which they had been accustomed. According to the popular notion this was too high, and kept the university from meeting the wants of the people and the need of the times. Still, there is reason to believe that the annual graduating classes were relatively as large compared with the total attendance as they have been since. In this matter we seem to be left to inference alone. The writer of this article knows of no records that will give accurate information upon this point. The oldest graduate living at the present time was a member of the class of 1822 and is now over 90 years of age. His recollections of the early years of the century are clear in regard to many things, but they are not sufficiently accurate upon his undergraduate studies to make them of much value here. All the available information leads to the conclusion that collegiate education in the early days of Ohio was about the same, at least formally, as that provided in the colleges east of the Alleghenies. Latin and Greek occupied the place of honor in the curriculum, though much more attention was given to the former than to the latter. Considerable stress was laid upon mathematics because of its practical value. Philosophy—moral philosophy, as it was called—according to the tenets of the Scotch school was studied with some care, but 'natural philosophy' (physics) was almost wholly ignored. The study of English, like that of Latin and Greek, was chiefly formal, to the neglect of the historical and critical. The whole system was based on the study of books, and not on a questioning of nature directly.

"The curriculum of the Ohio University, in common with that of most Western colleges, underwent few changes during the next 50 years, although owing to the loss of all increase from its landed property it gradually fell behind most others in those departments which have witnessed the greatest expansion in recent times.

"The great misfortune which befell the institution in 1843 not only obstructed forever its growth into a real university, as its founder had intended that it should be, but seriously threatened its existence as a college. For the four years preceding 1850 no class was graduated, and during most of this time the institution was closed; but beginning with this date a class has been graduated every year up to the present time. Toward the close of President Howard's administration ladies were admitted, and have constituted a part of its classes ever since.

"The friends of the college did not wholly lose heart at the misfortune which had overtaken it, though for a while no systematic effort was made to procure redress for the loss of its income, and the efforts that were subsequently made were for a good many years unsuccessful. At

last, in 1876, the State legislature passed an act, which was subsequently sustained by the courts, which gave the university an annual sum equal to the State tax levied on other real estate in the county. In other words, the State tax was paid into the college treasury. Not long afterward the legislature made a direct appropriation for the repair of the college buildings, which had now become considerably dilapidated. Since then annual appropriations from the State treasury have been made, among other items one for the establishment of a department for the training of teachers. Hitherto Ohio, unlike almost every other State in the union, had made no provision for this important object, notwithstanding the persistent efforts of its educators through a period of nearly thirty years. They therefore hailed this as the beginning of what it is hoped will lead to a more enlightened policy in the future.

"Such is a brief outline of the history of the Ohio University, a history that is for a period that of the higher education in the Northwest Territory. It is not one that the enlightened reader can contemplate with much satisfaction. The facts above given make it plain that it has fallen far short of accomplishing the object had in view by its founders. But to say that it has not fulfilled a beneficent purpose is to misinterpret its record. Except for its existence many scores of young men in the surrounding region would never have received even a foretaste of the higher education, to say nothing of the nearly four hundred young men and women who completed its entire course. What its destiny is yet to be lies in that future which depends almost solely upon the volitions of men."

STATISTICAL.

The records of enrollment of students at Ohio University previous to 1850 are missing from the archives of the institution, and the following table is all that can be given as showing the enrollment:

Year.	Preparatory department.	Undergraduates.								Number graduated.
		Freshmen.		Sophomores.		Juniors.		Seniors.		
		Classical.	Scientific.	Classical.	Scientific.	Classical.	Scientific.	Classical.	Scientific.	
1815								2		2
1816								3		3
1819								1		1
1820								1		1
1822								3		3
1823								3		3
1824								7		7
1825								4		4
1826								4		4
1827								3		3
1828								10		10
1829								11		11
1830								8		8

Year.	Preparatory department.	Undergraduates.								Number graduated.
		Freshmen.		Sophomores.		Juniors.		Seniors.		
		Classical.	Scientific.	Classical.	Scientific.	Classical.	Scientific.	Classical.	Scientific.	
1831								13		13
1832								4		4
1833								8		8
1834								6		6
1835										
1836								4		4
1837								5		5
1838								1		1
1839								4		4
1840								8		8
1841								1		1
1842								4		4
1843								10		10
1844								5		5
1845										6
1850								2		2
1851	37	10		10		5		2		2
1852								2		2
1853	61	25		6		2		8		8
1854	80	43		13		3		3		3
1855	91	43		23		12		2	2	4
1856	100	20	20	10		4	5	3	3	4
1857	125	17	13	6	7	9	2	4	4	7
1858	135	16	12	7	7	5	2	7	1	7
1859	91	24	19	11	9	4	4	5	2	7
1860	84	19	13	12	8	5	4	4	5	5
1861	79	15	19	11	5	13	4	5	7	11
1862	62	15	4	11	5	6	3	9	1	9
1863	64	7	10	8	5	3	6	8		8
1864	86	14	5	5	4	7	3	4	6	6
1865	86	5	3	6	2	5	2	3		3
1866	189	12	14	5	9	6	1	5	2	7
1867	100	18	18	13	12	4	4	7		5
1868	55	19	17	9	5	8	9	4	2	6
1869	67	8	6	9	7	8	3	8	6	12
1870	61	6	8	6	2	5	4	11	2	13
1871	67	9	11	6	10	5	7	5	1	6
1872	54	21	9	6	3	8	2	2	4	5
1873	56	15	5	8	2	4	3	6	1	7
1874	68	11	2	5	1	10	2	3	2	5
1875	62	11	9	8	3	7		8	2	8
1876	54	6	6	10	3	6	8	7		7
1877	48	6	5	9	9	6	1	6	1	6
1878	61	5	11	4	4	4	2	5	3	8
1879	37	4	10	4	11	5	9	4	2	6
1880	65	7	3	4	12	6	5	2	2	4
1881	66	5	6	2	6	4	5	7	2	9
1882	72	4	8	2	4	4	3	3	2	5
1883	62	3	1(3 Ph.)	2	3	5	2	1	3	4
1884	80	4	1	2(2 Ph.)	5	1	1	4(2 Ph.)	1	6
1885								2 Ph.		2

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Year.	Preparatory department.	Undergraduates.								Number graduated.
		Freshmen.		Sophomores.		Juniors.		Seniors.		
		Classical.	Scientific.	Classical.	Scientific.	Classical	Scientific.	Classical.	Scientific.	
1886	85	13		8		6		6		5
1887										2
1888	96	27		10		9		11		11
1889	104	25		23		12		6		5
1890	113	21		19		20		14		8

Of the graduates, 283 have received the degree of Bachelor of Arts; 66 that of Bachelor of Science, and 8 that of Bachelor of Philosophy.

Compared with many higher educational institutions in America the ratio of graduates to the total number of students is extremely small. Those most competent to judge, through familiarity with the history of the institution, are of the opinion that not more than 5 per cent. of the students who have been enrolled in the university have remained long enough to receive a degree. Excluding preparatory pupils from the computation, probably 10 or 12 per cent. of those who have entered the freshman class have graduated.

At present the university offers three courses of study—the classical, the philosophical, and the pedagogical or normal. The degree of A. B. and B. Ph. are conferred upon graduates in the first two courses, respectively. As may be inferred from the recent withdrawal of the baccalaureate degree in science, which was conferred for a few years, the university is strongest on the side of the "humanities," though instruction of an elementary character in the more common sciences is given to all students. The only laboratory for experimental work by the students is the chemical laboratory, which, though small, is fairly equipped for the number of students who enter it.

The present faculty includes professors occupying the following chairs: Greek, Physical Science, Latin, Mathematics, History and English Literature, Psychology and Pedagogics, Modern Languages. There are also several assistants. As in nearly every college in Ohio, a portion of the time of some of the collegiate professors is required in giving instruction in the preparatory school connected with the institution.

The several libraries connected with the university have been combined and placed under one management for greater convenience. The number of volumes exceeds 7,000, of which about 1,500 are new. The united library affords to students the means of reference to standard authorities in almost every department of knowledge. The reading room is supplied with about 50 periodicals—American, English, German, and French. It is open daily for reading and reference. The

library and periodical lists are growing from year to year. The societies have a fund for this purpose, and the legislature makes annual appropriations.

THE OLDEST GRADUATE.

The following, written in 1886, seems worthy of preservation, from the fact that its writer, born in 1798, is the oldest living graduate of the oldest college in the Northwest Territory, having taken his diploma from Ohio University in 1822.

REMINISCENCES.

[By Hon. A. G. BROWN, *Class of* 1822.]

I was born in Waterford, Ohio, April 16, 1798. In the following year our family moved into that part of Athens County now known as Ames Township, which was then an entire wilderness. Mr. George Ewing, father of Gen. Thomas Ewing, the first graduate of the Ohio University, had preceded us and was our nearest neighbor. Judge Cutler and family came into the county at the same time with my father. I remained at home until 14 years of age, but in November, 1812, came to Athens and entered the academy, a brick building which stood on the high ground just east of the present college buildings. I can remember the names of some of the students in attendance at that time. Thomas Ewing, Brainerd Spencer, and three young men named McCauley; Armstrong and Davidson, from West Virginia; Dr. Giles B. Hempstead, who lately died at Portsmouth; George Browning and Waldo Putnam, of Belpre. Col. John Storm, of the same place, who died about a year since, and Austin Wing, who afterwards went to Michigan and was elected to Congress, were still earlier students who attended the academy before my time; also William Woodbridge, afterward a senator from Michigan, who was the uncle of William Petit and of the present member of the board of trustees of the same name. William W. Petit, who was one of my schoolmates, was a great joker and nicknamed all his friends and associates. He, in company with Harry Perkins, afterward a D. D., made a raid on a sugar camp near town and broke all the legs off the kettles. They were found out and brought to a strict account for their fun. Rev. Jacob Lindley was the first instructor, but was not himself a very profound scholar and had two assistants. One was an advanced student called Proufit and the other was a lawyer, Artemas Sawyer, a very good teacher, but rather dissolute and intemperate. He was a graduate of Cambridge University. In the beginning of the term, 1812, was founded the Zelothian Society, of which I, a very raw, awkward, country boy of 14, was a charter member. I remained in the academy until the spring of 1814, when I went back to my home in Ames and did not return to school until 1817, when our entire family moved to town. During my absence Judge Stillwell was a student and also William A. Adams, who was the superintendent of construction of the State house at Columbus, and who died very recently in Cincinnati. I forgot to mention that Mr. John Perkins was a scholar in the academy before I started. During the years 1815 and 1816 I taught school near Marietta and in Belpre. I can well recollect the excitement created by the spots on the sun in 1816, which have made that year famous. In the next year I began a classical course of study, and David Barbour, now living in Hancock County, Ill., was a classmate. The requirements of the course were about the same as at the present time. The present Center College was built in this year, and here I roomed along with David and William Skinner, who are still living in Marietta. At this period Henry Fearing, the father of General Fearing, distinguished as a leader in the civil war, was in attendance upon the university.

The college classes proper were first organized in 1819. A remarkable young man

from Dayton, John W. Van Cleve—known as the fat fiddle-maker—would have been a senior had he not left and returned home. He was a great musical genius and was especially bashful and afraid of women. This latter characteristic staid with him, as he remained a bachelor until death. Solomon S. Miles, who became a Presbyterian minister in Illinois, was the first graduate in regular course, although Thomas Ewing had previously completed a thorough curriculum of studies in the academy and was afterward awarded a diploma by the faculty of the university. The only junior was Rev. John Hunt, who died some time ago. The sophomores were Joseph Dana, John McDonald, General Lucius V. Pierce, and myself, only three of whom finally graduated. There were several freshmen whom I do not recall. I graduated in September, 1822. At that time commencement exercises were held in the fall or late summer. There were two vacations in the year, aggregating together about two months, and the trustees met twice a year, just before each recess. In July I was engaged to teach in Columbus for a year and, having obtained a leave of absence, went there. But I returned to graduate in September, traveling on horseback both ways. On the 19th of June, 1819, the Athenian Society was organized, being an outgrowth of the Zelothian Society. Of the former—the A. L. S.—I am the only charter member now living. In March, 1821, Rev. James Irvine was elected president of the university, but he resigned two years later on account of ill health. His successor was Dr. Robert G. Wilson, of Chillicothe, who served until 1838, when Rev. William H. McGuffey began his administration. He is the author of all the readers and school books now in use and known as McGuffey's. During his time all the trees in the campus were first set out. But to return to earlier days. Some students of very early times not mentioned above were Dr. John Coates; Gustavus Evarts, who became a judge in Indiana; Ambrose Evarts, the grandfather of General Burnside; Samuel Bigger, a son of John Bigger, governor of Ohio, who emigrated to Indiana and himself became governor of that State; John R. Osborn, who was a scholar of mine in Columbus, now living in Toledo, Ohio; and many others who afterward became famous in public life. From the fall of 1823 to the spring of 1825, I was employed as principal of the academy, then a preparatory school. The class of 1824 was a most remarkable one, originally composed of 9 members, 3 Samuels, 3 Daniels, 2 Johns, and an Israel.

Daniel Reed was at first a professor of languages at Athens, afterwards at some college in Indiana, then at Madison, Wis., and finally became president of the University of Missouri.

Daniel Lindley, a son of Ex-President Lindley, went as a missionary to Africa. He died recently in New York City.

Daniel McLane became president of Lafayette College at Easton, Pa.

Samuel M. Browning was a lawyer of fine talents, but never succeeded well.

Samuel D. King became an eminent lawyer and went to the general assembly from Newark.

Samuel W. Rose was a noted Presbyterian divine.

John T. Brasee was a distinguished attorney. He died but a short time ago in Lancaster.

John A. Henderson died before graduation.

Israel Hamilton came to the university from Vermont. He afterward settled in Springfield, Ohio, and subsequently received the appointment of attorney-general.

This was considered a very interesting class and was the last one graduated during my connection with the college. Six brothers of Daniel Reed have graduated from the Ohio University, and every one of them was a distinguished public man in his time, there being in the family one admiral, one judge, one college president, one army officer; and all the others made their mark. A sister is now living and is the wife of Minister Foster, of Spain.

When I attended the academy our principal amusement was a peculiar game of ball. One party would knock the ball, by means of paddles, against the brick wall of the building and the others would attempt to catch it. This was con-

sidered a very exciting game at that time. Football was afterward introduced. John Brough was a great football player, and once performed the remarkable feat of sending the ball clear over Center College. He came here and entered school in 1825, in the same year I started the first newspaper in Athens. He lived in my family for two or three years during his stay at the university. He was originally a Democrat, but "flopped" during the war, was elected governor by the Republicans, and died in office.

I was admitted to the bar in 1834, was recorder of this county [Athens] for 13 years, and was appointed judge in 1850, but went out of office by virtue of the new constitution. I was also a member of the constitutional convention of 1850. I have been a trustee of the Ohio University for nearly 50 years, and am perhaps its oldest living graduate to-day.

[AUTHORITIES: History of Ohio University, by President W. H. Scott, 1876; Legal History of Ohio University, published by authority of the board of trustees, 1881; annual and general catalogues of Ohio University. Much of the matter on the history of the endowment fund has been reproduced here from the writer's History of Land Grants for Education in the Northwest Territory, Publications of the American Historical Association, Vol. I, No. 3, 1885.]

II.—MIAMI UNIVERSITY.

(OXFORD, BUTLER COUNTY.)

Sketch by President E. D. WARFIELD.

Miami University is a child of the General Government. The provisions for its foundation and maintenance sprang from the Congress of the old confederation, and the Government under the Constitution carried on and effectuated the work of its predecessor, partly by its own instruments, partly through the instrumentality of the State of Ohio. From the time of the organization of the State the interests of a university in or bordering upon the Symmes purchase were turned over to the State government, and Miami University was incorporated by, and has since continued to be an institution of, the State of Ohio.

By the third article of compact contained in the ordinance of 1787 for the government of the Northwest Territory, it was provided: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The ordinance was adopted on the 13th day of July, 1787. In the following month John Cleves Symmes, then a citizen of New Jersey, made a proposition to purchase a tract of land between the waters of the Big and Little Miami Rivers and bordering on the Ohio. The matter was allowed to drag from the first. It was October before the order was entered referring the petition to the board of treasury. It was May, 1788, before the contract was closed. Four more years elapsed before the passing of the act of Congress authorizing the conveyance of the lands contracted for, and it was not till September 30, 1794, that the patent was actually issued by President Washington. The first order of October 2, 1787, had provided for "one complete township," "for the purpose of establishing an academy and other public schools and seminaries of learning." This provision was reiterated in all the documents connected with the transfer. But Symmes's business affairs became hopelessly confused. It being evident that his contracts could never be fully carried out, it was determined to locate the township outside of, but contiguous to, the Symmes purchase. The act modifying the enabling act for Ohio's admission to the Union accepted this obvious necessity, and provided for a township "in the district of Cincinnati." In pursuance of this national legislation a State act was passed February 17, 1809, establishing a university "by the name and style

of the Miami University, for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the literary honors granted in similar institutions." It refers to the township of land as already designated and surveyed, but retains the description of "within the John Cleves Symmes purchase," though the township was west of the river Miami, on the stream designated in Wayne's "Journal" as the "Four Mile," and was the present township of Oxford, Butler County. This act of incorporation named a board of trustees, fourteen in number, who fixed upon a site for the institution near the center of the township upon a lofty ridge of land inclosed in a bend of the "Four Mile" or Tolawanda. Here the town of Oxford sprang up, and here in 1816 a beginning was made in a small wooden building by opening a grammar school.

It was not till 1824 that the funds of the corporation or the circumstances of the community justified any further steps in carrying out the plans of the founders. In that year the trustees extended a call to Rev. Robert H. Bishop, D. D., then a professor in Transylvania University, at Lexington, Ky., to become the first president and undertake the task of establishing an institution of higher learning.

The selection was an excellent one. Dr. Bishop was in many respects a remarkable man, and the institution retains to this day the marks of his mild but firm rule. He was born in Scotland, July 26, 1777, and was graduated from the University of Edinburgh in 1797 and entered the Presbyterian ministry. In 1801 he came to America in company with a number of other ministers, upon the invitation of Dr. John M. Mason, to act in a semi-missionary capacity in the many sections of the rapidly developing country which were nearly devoid of pastoral care. A number of years were spent in this work, either exclusively or in connection with his duties as a professor in Transylvania University. In 1817 that institution fell under the blight of irreligious influences, which Dr. Bishop combated almost alone. The act of the Kentucky legislature in January, 1824, confirming the newly incorporated Centre College at Danville, Ky., to the Presbyterian Church, which had founded it as a result of the attitude of Transylvania, left Dr. Bishop free to seek an easier and more congenial field, and with the opening of the autumn session of 1824 begins the history of Miami University.

The first faculty consisted of three members, John E. Annan being professor of mathematics and natural philosophy and William Sparrow professor of languages. The latter remained only a single year, being succeeded in 1825 by Rev. William H. McGuffey, who began here, at the age of 25, his distinguished career as an educator. Dr. Bishop brought with him a little band of students from Kentucky, notable among whom were the Presslys, Ebenezer and James, from South Carolina. Others were gathered in from the neighboring country, and regular classes were formed. The first class was graduated in 1826 and

consisted of 12 students. The teaching in this early day was distinctly classical and philosophical. The curriculum was fixed and invariable. Latin, Greek, and mathematics formed the staple of the course, which was filled out by sturdy and lofty teaching in philosophy, history, and evidences of christianity by the president. The institution grew and prospered. The class of 1832 numbered 21 graduates, a number disproportionately small when compared with the numbers in attendance, for, in common with all pioneer universities, Miami from the outset found it difficult to carry all or nearly all its students through a complete course to graduation.

The period from 1824 to 1832 may be regarded as the period of planting. Without departing from any of the principles of this period the year 1832 marks the beginning of expansion. In that year the faculty, which since 1825 had been assisted by a principal of the grammar school, which had gone on from the first, was increased by the addition of two full professors. President Bishop continued to occupy the chair of history and social relations. Dr. McGuffey was transferred to the newly created chair of philology and mental science. Rev. John W. Scott, who had succeeded Prof. Annan in 1828, now occupied the new chair of natural philosophy and chemistry, while Samuel M. McCracken was called to the chair of mathematics, and Thomas Armstrong to that of languages. The entire faculty now numbered six persons.

The entire income of the institution was derived from the rents of the university lands, which were assessed at the rate of 6 per cent. on the value of the land (originally valued at $2 per acre), and from tuition and other fees. The income was inadequate, and only by rigid economy and self-denial on the part of trustees and faculty was the institution kept in operation. The salaries at this time were: The president, $1,200; the two senior professors, $850, the junior professors and the master of the grammar school, $500. The buildings were plain but substantial, consisting of a main building containing lecture rooms, library, and chapel, and two large and commodious dormitories.

It was impossible that a border institution should escape the influences of the "irrepressible conflict." Politics began to intrude into the management of the university at an early date, and in 1841 led to the removal of Dr. Bishop from the presidency and the appointment of Rev. George Junkin, D. D., then president of Lafayette College, at Easton, Pa., in his stead. A new professorship, that of political science, was created for Dr. Bishop. Dr. Junkin's great ability was so hopelessly hampered by his partisan connections outside of the walls of the university that he wisely returned to Lafayette, leaving in 1844. The election of E. D. McMaster, D. D., in 1845, did not better matters materially, and the result was a rapid decline in numbers, the classes of 1848, 1849, and 1850 numbering only nine, seven, and seven, respectively. The election of Rev. W. C. Anderson, D. D., in 1849 marks a

MIAMI UNIVERSITY, OXFORD.

new epoch. By his vigor and address, coupled with administrative qualities of a high order, President Anderson rapidly refilled the deserted halls and began a period of success and usefulness which his successor, Rev. J. W. Hall, D. D., carried forward.

During Dr. Anderson's incumbency the course which had hitherto clung very closely to the classical models, was enlarged by the addition of a normal school and of a course meant to meet the demand of the day for a so-called scientific course. This course was really an English course, originally requiring three instead of four years, and represented a desire to meet the demand for some sort of academic degree outside of the old course, without any true appreciation of the conditions of the problem.

The outbreak of the war in 1861 complicated matters. A large portion of the students entered the army. The funds of the institution suffered diminution, and the patronage from the South, which from the first had been large, was cut off. Political difficulties did not cease with the cessation of hostilities. The years from 1865 to 1873 were full of struggles against adverse circumstances and impaired finances, and at last in 1873, just as a new experiment in university methods was about to be tried under the presidency of Andrew D. Hepburn, D. D., the trustees decided to close the university, lay up the income, and await a more prosperous era.

It was decided in 1884 to reöpen the university. The opening took place September 17, 1885, with Robert W. McFarland, LL. D., as temporary president. The circumstances seeming to justify it, after three years' experiment it was determined to fully organize and equip the institution. Dr. McFarland retired voluntarily from the presidency, having declined from the first to accept a permanent appointment, and Ethelbert D. Warfield was chosen president.[1] A complete reorganization followed. The faculty now consists of ten active members occupying the usual chairs of history and political science, mental and moral philosophy, the Latin, Greek, English, and continental languages and literatures, mathematics, the physical sciences, and the natural sciences, and a principal in the preparatory school.

The aim of the institution is still chiefly classical, though students who insist upon it are permitted to substitute two living foreign languages for Greek. Especial attention is given to mental and moral philosophy, history, and all the branches of political science, including jurisprudence, Roman law, and international law. A scientific course, leading to the ordinary degrees, was announced in the summer of 1890 as a feature of the following year, and the post-graduate courses which have hitherto been limited will probably be developed at the same time. The aim of the institution is strictly collegiate. A preparatory school exists be-

[1] President Warfield resigned his position in 1891 to accept the presidency of Lafayette College. Rev. W. O. Thompson, D. D., has been chosen as his successor at Miami University.

cause the section whence the students are mainly drawn are without efficient classical preparatory schools. No strictly university courses are attempted. The aim is simply to do thorough systematic classical teaching through the sophomore year, and in the remaining years, by electives arranged in groups, to give such solid knowledge of the disciplinary and intellectual philosophies and sciences as will best fit the young man for active life. The post-graduate courses are arranged for the special needs of those desiring to teach.

From the beginning of its history Miami University has been under distinctly religious influences;[1] but, being a State institution, it has been entirely undenominational, though with prevailing Presbyterian tendencies. From the opening till the closing, in 1873, its presidents were without exception ministers of the Presbyterian church. The example which they set of nonsectarian, earnest Christianity is still faithfully emulated.

Expenses of every sort in the early years of this century were small in Ohio and the type of life both of teachers and students was frugal and careful. This standard has been carefully maintained. The fees for tuition have always been nominal ($15 per term) and there are no extra fees, not even a fee for matriculation. Every opportunity has always been extended to earnest young men of small means, and some of the most distinguished of the graduates were among those who worked their way through college. A few scholarships sufficient to pay the tuition and room rent of those receiving them have recently been established.

Miami University appeals to her alumni as the best evidence of the work she has done. Benjamin Harrison, now President of the United States, graduated in 1852, while the following are a few representative names in the long roll of honor: *Governors:* Charles Anderson and William Dennison, of Ohio, Ralph P. Lowe, of Iowa, and Charles H. Hardin, of Missouri. *United States Senators:* G. E. Pugh, of Ohio; Howell and McDill, of Iowa, and J. S. Williams, of Kentucky. *Foreign ministers:* Robert C. Schenck, J. W. Caldwell, James Birney and Whitelaw Reid. *Judges:* Chief Justice Dickey, of Illinois; C. G. Wintersmith, of Kentucky; W. R. Cochran, William B. Caldwell, Jacob Burnell, Wm. J. Gilmore, W. M. Dickson and M. W. Oliver, of Ohio, and Samuel Reber, of Missouri. *Lawyers:* W. S. Groesbeck, Chauncey N. Olds, John G. Lowe, Thomas Milliken, Samuel Shellabarger, George Jenkins, John W. Herron, Henry C. Noble and Algernon S. Sullivan. *Clergymen:* Ebenezer Thomas, Benjamin W. Chidlaw, James G. Montfort, Benj. C. Swan, Wm. M. Thompson, Samuel Lowrie, David Swing, James H. Brookes, J. P. E. Kumler, James E. Worden and Robert Christie. *College presidents, etc.:* F. G. Carsey, *Belmont;* D. A. Wallace, *Monmouth;* Samuel S. Laws, *Missouri State University,* Henry McCrack-

[1] There was a brief period when double councils prevailed, but the result was overwhelmingly in favor of religious influence.

en, *University of the City of New York*, and Lewis W. Ross, *Iowa State. Men of affairs:* Gen. Samuel F. Hunt, Calvin S. Brice, William M. Corry, Gen. Joseph S. Fullerton, H. Lee Morey, James W. Owens, Gen. Benj. P. Runkle, Milton Saylor, Gen. J. Durbin Ward. Of those who received the greater part of their collegiate training in the halls of Miami University without receiving a degree a list scarcely less illustrious might be made. It would contain the names of such men as Governor Oliver P. Morton, of Indiana; John W. Noble, now Secretary of the Interior, W. H. H. Miller, Attorney-General, and Judge Joseph Cox, of Ohio.

The accumulations of the 12 years during which the university was closed now form a substantial endowment fund. Since the reopening the State has made an annual appropriation[1] for current and special expenses, and substantial gifts from Hon. Calvin S. Brice have been received. The income is now nearly or quite double what it was in ante bellum days, and the outlook for the future is increasingly bright.

[1] The State has made appropriations as follows for Miami University: 1885, $20,000; 1886, $2,250; 1887, $4,450; 1888, $4,450; 1889, $3,000; 1890, $15,500.

III.—OHIO STATE UNIVERSITY.

(COLUMBUS, FRANKLIN COUNTY.)

This institution, known until 1878 as the Ohio Agricultural and Mechanical College, was founded upon the grant made to the State of Ohio under the act of Congress approved July 2, 1862, donating lands to the several States and Territories which might provide colleges for the benefit of agriculture and the mechanic arts. Under the provisions of this act any State in order to receive and retain the grant of land or scrip must within five[1] years provide "at least one college where the leading object shall be, without excluding other scientific and classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts" in such a manner as the legislature of the State may prescribe "in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Under this law Ohio received in 1864 certificates of scrip for 630,000 acres, after the State had by formal act of the legislature accepted the conditions of the trust and pledged the faith of the State to the performance of all such conditions and provisions. In April, 1865, the auditor, treasurer, and secretary of state were constituted a commission to advertise for and receive proposals for the purchase of the scrip, but to accept no proposal at less than 80 cents per acre. In a report to the governor, dated December 20, 1865, the commissioners announced the sale of 11,360 acres, and stated that owing to the high minimum price fixed by the law many years must elapse before the lands would all be sold, as other States were selling scrip for lower prices.[2]

The expedient adopted by a few States of first chartering a college and then transferring the title to the scrip to the trustees, by whom it could be located on choice lands in other States and held until better prices could be realized, seems not to have been thought of in Ohio. At all events, as if acting upon the assumption that the first thing necessary was to dispose of the scrip at some price for cash, the legislature, in 1866, repealed all provisions as to a minimum limit upon the price at which the scrip might be sold. Under the modified law the entire

[1] Extended to ten years by a subsequent act.

[2] Bids for the whole amount were made, provided a short credit be allowed. This the commissioners decided they were not authorized to give.



OHIO STATE UNIVERSITY—CHAPEL.

grant was soon sold, all but 70,000 acres selling at 53 cents per acre. The proceeds of the sales were $340,906.80. This enormous falling off from the offers of the previous year led the legislature to call upon the commissioners to state "why the scrip belonging to the State was sold, part of it on time, for less than 53 cents an acre while the Government was selling land at $1.25 an acre." The commissioners were able to evade the inquiry into the real causes by a simple denial that any scrip had been sold for "less than" 53 cents an acre, and the investigation was pushed no further. This magnificent gift, like the others received by the State for educational purposes, was sacrificed by an undue haste in turning it into money.

By the provisions of the law the proceeds of the sales were paid into the State treasury and interest at the rate of 6 per cent. per annum was to be paid by the State in semiannual instalments. As the college was not opened for several years after the sale of the scrip, the interest as it accrued was added to the principal until 1873, and the endowment fund from that source now amounts to $523,175.62.

In order to bring the whole subject of the endowment fund into a single view, it may be added that in 1871 Congress gave to the State all unpatented tracts within the Virginia military reservation in Ohio. In 1872 the State gave these lands to the college and authorized their sale. These lands consist of various small and detached tracts, most of which have been occupied for years by settlers without title. In attempting to dispose of such, much litigation has been occasioned and the sales have been slow. On November 15, 1887, $41,587.61 had been realized from them, of which $13,665.84 had been added to the endowment fund, making the latter $537,841.46, with an annual income of $32,270.48. The lands have not all been sold, but the proceeds as they arise are now used for current expenses.

LOCATION AND ORGANIZATION.

From the time of the acceptance of the grant, there was much discussion throughout the State concerning the manner in which the fund should be applied to the intended objects. A proposition to divide the fund among various existing colleges on condition that they establish departments of agriculture was urged by some, but met with strenuous opposition in many quarters, and especially from the State board of agriculture. In April, 1866, a commission was appointed to report to the next general assembly their opinion as to the place for locating an agricultural and mechanical college, and to receive proposals to donate lands, buildings, or money in trust, in behalf or on account of such location. After a careful consideration of various propositions, the commission, in December, 1866, submitted two reports. The majority report advocated a division of the fund and a bestowal of one-half upon Miami University (which was to be reorganized to comply with the terms of the

grant), and that the other half should be devoted to the establishment and endowment of a new institution in the northern part of the State. The minority report urged the bestowal of the whole grant upon a small institution at College Hill, near Cincinnati, then known as Farmers' College. Fortunately for the interests sought to be benefited by the grant, neither report was approved by the legislature. The subject continued in agitation with the sentiment apparently growing in favor of the establishment of a new institution that should be unfettered by old ties and traditions. The State board of agriculture, by resolutions, protests, and petitions, succeeded in crystallizing general public feeling against any division of the fund or the establishment of more than one college to take its benefit.

In this connection an article by Hon. Ralph Leete, of Ironton, is worthy of special note. He advised that the State resume direct control of the educational trusts of Ohio University and Miami University and uniting their funds with that from the agricultural grant found a new and broad university creditable to the State, at a central location, wherein agriculture and the mechanic arts and other arts and branches of science as well should find place. This proposition, which from an educational standpoint contained much wisdom, was opposed by both universities directly concerned, and also by many denominational colleges in the State that seemed to dislike the idea of a strong university founded and sustained by the State. Mr. Leete's proposal, which embodied the sound idea that the State, in its efforts in behalf of higher education, should concentrate its attention and assistance upon one or at most two colleges, failed to receive public approval.

In 1868 a joint commission of the two houses of the general assembly was appointed to receive and report propositions for the location of the college. As from the first commission, a double report was made and the general assembly took no action.

The conditions of the grant making it necessary that a college be organized by July, 1872, in order to receive the endowment, forced the general assembly to hasten to some definite conclusion. Accordingly, in March, 1870, an act was passed which is usually considered as the foundation stone of the university. This act was an elaborate piece of legislation for the creation of the Ohio Agricultural and Mechanical College; the appointment by the governor of a board of trustees consisting of one member from each Congressional district in the State; conferring upon this board the powers usually exercised by such bodies, and making it the duty of the board to locate the college before October 15 following (1870) upon land, "not less than 100 acres, which in their judgment is best suited to the purposes of said institution, the same being reasonably central in the State and accessible by railroad from different parts thereof, having regard to healthfulness of location and also regarding the best interests of the college in the receipt of moneys, lands, or other property donated to said college by any county,



OHIO STATE UNIVERSITY—LIBRARY.

town, or individual in consideration of the location of said college at a given place." (67 Ohio Laws, 20.)

At the same time a law was passed authorizing any county in the State so desiring, by vote of the electors, to issue bonds and give the proceeds to the college as a donation to secure its location within the county. (67 Ohio Laws, 95.)

The act just referred to as organizing the college was passed during the administration of Governor R. B. Hayes, who, from the beginning, had shown great interest in the projected institution, and who now manifested that interest actively in the appointment of an excellent board of trustees, the majority of whom were already deeply interested in the subject and well qualified for the duties laid upon them.[1]

An address was soon issued by the board, setting forth the aims of the college and inviting the various counties to submit propositions of donations for providing sites, buildings, and equipment for it. Four counties responded, one offering $400,000, a second promising $300,000, and the other two $200,000 each; each of these offers was, of course, conditioned upon the location of the college within the county making the offer. After a careful and prolonged consideration the trustees finally accepted the proposition of Franklin County, which had offered $300,000 in 7 per cent. bonds. October 13, 1870, a fine farm of 325 acres, now within the corporate limits of Columbus, was purchased at a cost of $117,508. The donation of Franklin County was increased $28,000 by citizens of Columbus and two railroads entering the city.

The reason for locating the college at Columbus in spite of the larger cash offer of another county is found in the fact that Columbus is the capital city of Ohio and the policy of the State has been to group the State institutions, when practicable, at the capital, where they can more easily be subject to inspection and direction; and also in the fact that Columbus is more centrally located. Governor Hayes, though not a member of the board, favored the location at Columbus and doubtless had influence with the trustees. The wisdom of the location has been proved by subsequent events, and, from a financial standpoint, has been more than justified, as the farm is already worth many times its cost to the university, and in a decade or two its value will have so appreciated that the sale of a portion of the land, which can well be spared, would give the university an endowment surpassed by that of few colleges in the country.

The site having been fixed, plans were prepared for what is known as the "main building" and the structure completed in 1873 at a cost of about $125,000 paid from the Franklin County donation, the remainder of this fund being used for equipment and for improving and stocking the farm.

[1] It has been one of the pieces of good fortune that have befallen the college that President Hayes, who, in the infancy of the college, had so interested himself in its affairs, was in 1887 himself appointed a trustee of the institution.

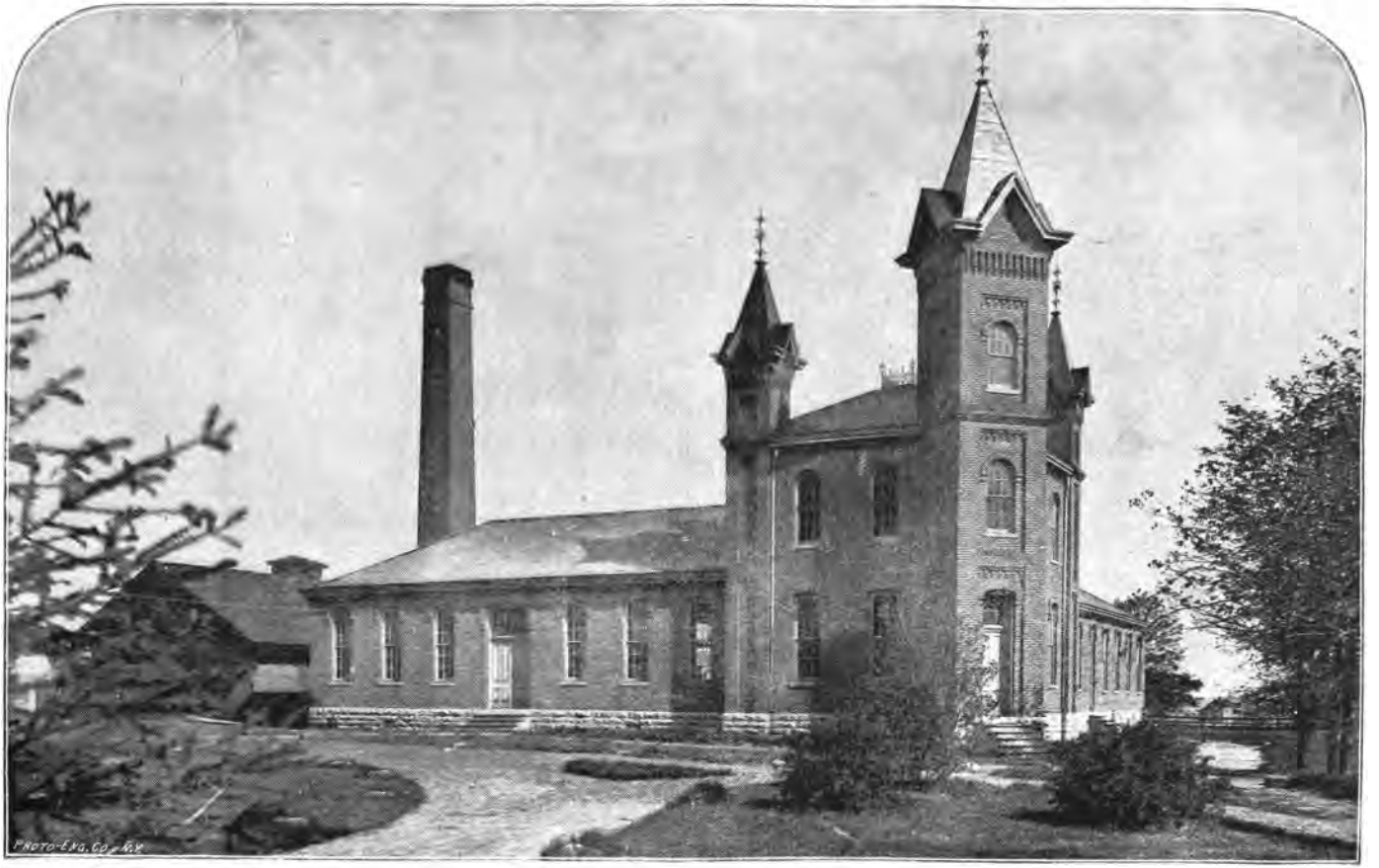
ORGANIZATION OF THE WORK OF THE COLLEGE.

From the very outset in Ohio, as in other States where the acceptance and application of the grant of 1862 came under discussion, there arose great diversity of opinion as to the scope and character of an institution "where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." It is proper here to dwell upon the discussion which arose, only in so far as it affected the subsequent organization of the college.

Governor Brough, in a message to the general assembly of 1865, in discussing the proposed college, maintained (1) that it was the intention of Congress to provide for the instruction of the laboring classes in that which pertains to their own calling in order that they may make practical and manual application of it; (2) that the instruction should be "plain and practical, not theoretic and artistically scientific in its character;" (3) that it is manifestly intended that this instruction shall be such that "its recipients, instead of becoming detached from laboring interests, will return to them." The governor evidently believed the design of Congress to be that these institutions should merely teach practical agriculture and the "mechanic's trade" and that whatever did not bear directly upon such practical education was hardly within the scope of the projected institution.

On the other hand the State school commissioner, E. E. White, until recently superintendent of the public schools of Cincinnati, in his annual report for 1864 held that the object was "to promote the liberal *and* practical education of the industrial classes;" that the college must furnish facilities for a liberal as well as a practical education. "Nothing less wide and thorough will meet the specific terms of the grant," which aims to secure the "liberal" education of the industrial classes "as a necessary *basis* of their 'practical' or professional education."

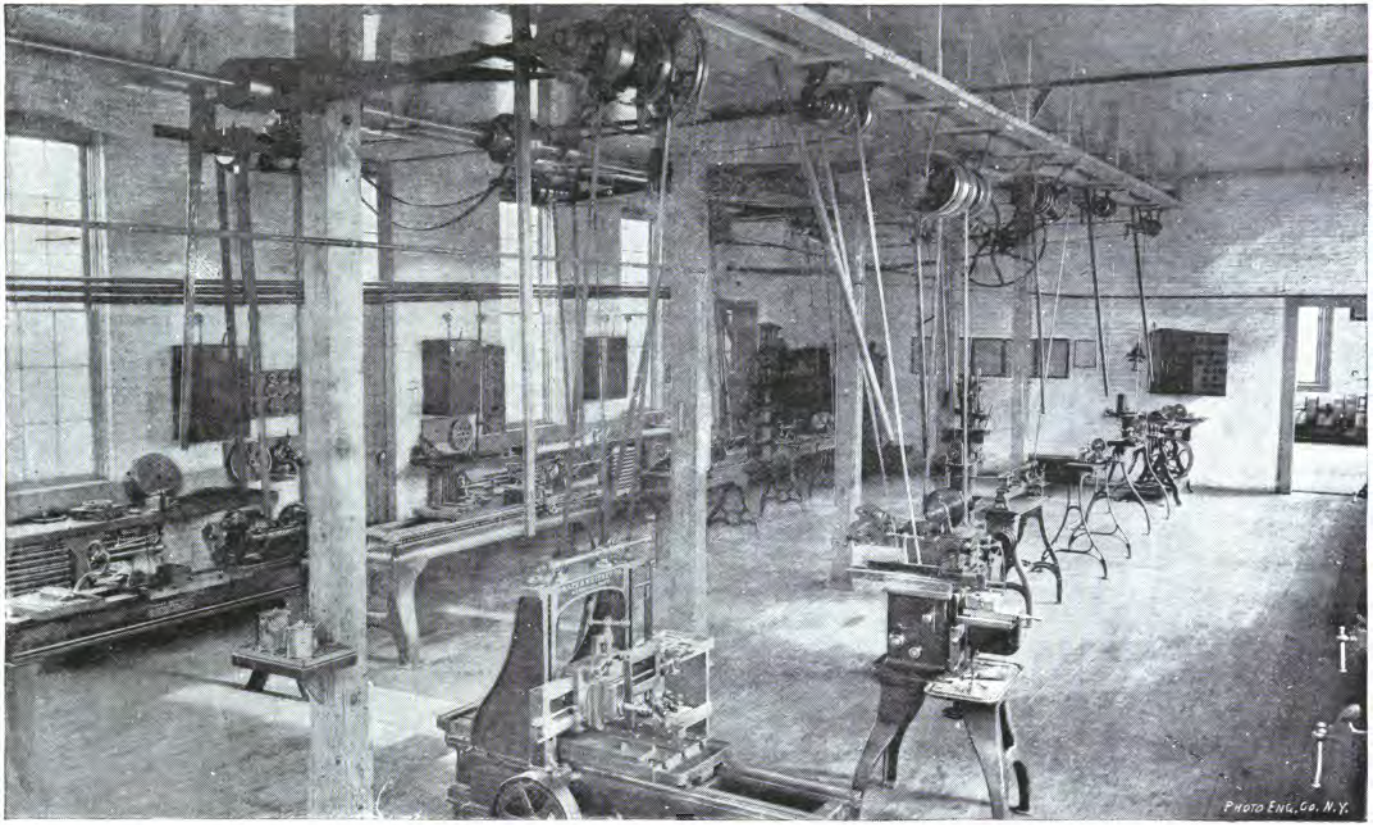
These two views, thus officially held by two different branches of the State government, were widely and warmly discussed for several years, but fortunately until 1870, when the college was chartered, no decision that would hamper its trustees had been reached and in the organic law of the institution the trustees were given full power "to fix and regulate the course of instruction." The question and its settlement were thus transferred to the board of trustees. At their first meeting, May 11, 1870, before the college had been located, a resolution that "the course of study should be that only pertaining to agriculture, stock, and mechanic arts," provoked warm discussion, one side maintaining that "the college should educate our farmers as farmers and our mechanics as mechanics," while the other party urged that "the college was not



OHIO STATE UNIVERSITY—MECHANICAL LABORATORY.



OHIO STATE UNIVERSITY—MECHANICAL DRAWING DEPARTMENT.



OHIO STATE UNIVERSITY—MECHANICAL LABORATORY.

to teach boys to plow, but to educate them." The resolution was referred to a committee and was never reported back.

In January, 1871, another long discussion arose in the board, and, after many opinions and shades of opinion had developed, the report of a special committee on the subject was adopted, which, as it is the basis of the educational organization of the institution, is here given in full:

The committee to which have been referred the various propositions relating to the course of study in our institution beg leave to report, as indicating the general scope to be ultimately embraced, without going into details, and principally with a view of guiding us in the construction of our buildings, the following schedule of the departments, to serve as a basis in the organization of the Ohio Agricultural and Mechanical College:

1. Department of Agriculture.
2. Department of Mechanic Arts.
3. Mathematics and Physics.
4. General and Applied Chemistry.
5. Geology, Mining, and Metallurgy.
6. Zoölogy, and Veterinary Science.
7. Botany, Horticulture, Vegetable Physiology, etc.
8. English Language and Literature.
9. Modern and Ancient Languages.
10. Department of Political Economy and Civil Polity.

This plan or schedule was substantially that of Mr. Joseph Sullivant, of Columbus, one of the trustees, who had brought it before the board at a previous meeting and had labored long and earnestly to establish the projected institution on the broadest basis consistent with the terms of the congressional grant.

The action of the trustees shows that at the outset a middle course was adopted and that, while on the one hand the institution was not made merely an agricultural college, neither were agriculture and the mechanic arts relegated to the background, as in some of the colleges founded on the grant of 1862. The aim was "to teach the farmer and the mechanic their trades and also to educate them.

After the scope of the college had thus been determined and while the main building was in process of erection the trustees undertook the selection of a president and faculty. After careful consideration of many names, Edward Orton, PH. D., then president of Antioch College, was elected president and professor of geology. By September, 1873, when the college threw open its doors for the reception of students, a faculty of seven members in addition to the president had been elected to fill the following chairs: Geology, physics and mechanics, general and applied chemistry, English and modern languages, agriculture, mathematics, zoölogy, ancient languages.

When the college was opened no definite collegiate course had yet been adopted, as it was expected that the greater part of the students would at the outset hardly be equipped for entering upon regular collegiate work. During the first year the studies ordinarily found in a

preparatory school were pursued, and before the year closed a scheme of courses was adopted by the faculty. This scheme provided for what was called a "two years' required course," in reality a preparatory course, leading up to a group of parallel courses of four years each, with limited elections between subjects within these courses. The plan, which was an ambitious one, was in marked contrast with the rigid courses of all other colleges in the State at that date. While it breathed forth the modern spirit of collegiate instruction it is now generally thought that it was unsuited to the circumstances and conditions of the new college. Still these courses remained substantially unchanged until 1879, save that as the number of students increased the number of instructors was increased and consequently more departments were included within each of the various schools.

In 1879 the courses of study were remodeled and the elective feature was almost entirely abolished. This appears to have been brought about by two causes: (1) The existence of broad, free election is feasible only when the teaching force is large, since classes are likely to be more numerous, thus throwing greater burdens on the instructional force. The faculty at the college was not adequate for such an elective system. (2) The privileges of free election were apt to be used unwisely by students in the early years of the collegiate courses, where the admission requirements were as low as it was then felt necessary to maintain at the young institution. That this weakness of the system would disappear under more favorable conditions and with higher entrance requirements was felt by the entire faculty.

But for the foregoing and other reasons it seemed best to recast the curriculum and establish definite courses of work leading to each of the seven degrees (B. A., B. PH., B. SC., B. AG., C. E, M. E., E. M.) offered by the college. These new courses corresponded substantially with those in the better colleges in the land and were sufficiently broad, especially in the sciences, both in theoretical instruction and in practical and experimental work in well-equipped laboratories, to raise the institution considerably among American colleges.

With slight changes and readjustments made possible and advisable by the constantly increasing corps of teachers, by a higher standard for admission to the freshman class, and by better preparatory training of the students, the courses remained until 1886, when in the three general or non-technical courses (B. A., B. PH., B. SC.) the elective system was again introduced, but in a different way and under new conditions. The total *amount* of work that must be done by the student in order to obtain any one of these degrees was carefully specified. Of that amount a specified part must consist of certain described branches pursued in an established order or sequence, while for the remainder of the required amount of work the student is allowed a practically free election among all subjects taught in the university not strictly tech-



OHIO STATE UNIVERSITY—CHEMICAL LABORATORY.

OHIO STATE UNIVERSITY—GENERAL CHEMISTRY.

nical in their nature. The following table shows the percentage and distribution of the specified and elective subjects in each course:

Year.	B. A. course.		B. Ph. course.		B. Sc. course.	
	Specified.	Elective.	Specified.	Elective.	Specified.	Elective.
Freshman year	.87	.13	.87	.13	1.00	
Sophomore year	.50	.50	.50	.50	.56	.44
Junior year	.67	.33	.67	.33	.33	*a*.67
Senior year	.53	.47	.53	.47	.33	*a*.67
Entire course	.645	.355	.615	.355	.56	.44

a One-half of the electives in the science course in these two years (*i. e.*, 5 hours a week) must be in one of the science laboratories, of which there are eight in operation at the university.

While the foregoing "electives" are not all absolutely free, those in the freshman year being merely options between two or three kindred subjects, work in any department of the university is thus made possible for the student and he is afforded abundant opportunity for specialization in his work if he so desires. Since this plan went into operation its results have been so satisfactory that it is safe to predict that future changes in the curriculum, at least for these three general courses, will be in the extension of the elective privileges and the introduction of a wider range of elective subjects.[1]

In the technical courses, embracing the four engineering courses (civil, mechanical, electrical, and mining), the agricultural course, the veterinary course, and the pharmacy course, the nature of the work is such as to preclude the advantageous use of the elective system. Consequently in these lines the courses of study are definitely specified and the student is held to an exact fulfillment of the specifications. As the university is primarily a school of agriculture and technology its equipment and facilities are the strongest for those courses, and its apparatus and laboratories have been increased and strengthened to keep pace with the growing demand for technical instruction throughout the country.

CHANGES IN ORGANIZATION.

In 1874 a reorganization of the board of trustees was made by the legislature by which the number of members was reduced to five, appointable by the governor, and holding office for five years each. Again, in 1877, the organization was changed so that as in the first board there should be one member from each Congressional district in the State, and each member should hold his office for six years. Finally, in 1878, the general assembly again reorganized the institution and provided for a board of seven trustees, to be appointed by the governor

[1] In 1890 a new course, known as the modern language course, leading to the degree of B. Ph., was arranged, in which 65 per cent. of the work is specified, and 35 per cent. elective. Of the specified work a little more than one-half is French and German language and literature.

and to hold office for seven years each, after the first appointments, which latter were to be so made that the term of one member should expire each year.

By this same act of the legislature the name of the institution was changed from the Ohio Agricultural and Mechanical College to Ohio State University. The reasons for this change of name were set forth by President Orton in an earlier report in which he advised and asked the change as follows: "Those who take their estimate of the institution from its title alone are sure that it has nothing in its courses which they desire, while some who judge the college from its generous range and scope of its courses of study are sure that it is proving false to a narrow purpose which they deduce from its title."

It is to be noted that the changes in the constitution of the legal corporation and the board of trustees in no way affected the educational work. None of the changes injured the university, and the present organization is far better than the first one, since a board of seven trustees wisely selected is a more wieldy body than one of twenty-one members, and more likely to be harmonious and to reach prompt decision and action. It ought, however, to be noted that each of these reorganizations followed a change in the political complexion of the general assembly, and though this may have been a mere coincidence, nevertheless it suggests the existence of a danger surrounding a State university in a "close" State where the organization of the university is not secured by constitutional provision from legislative changes, or (what might sometimes occur, though it has not been manifested in the legislation for this university) from legislative manipulation for partisan purposes.

GROWTH AND PROGRESS.

Under the administration of President Edward Orton the progress of the institution was steady. The foundations were laid, new departments created from time to time, courses of study improved and broadened, laboratories planned and equipped. All of this, with one slight exception, was done without financial resources other than those afforded by the income of the endowment fund and the donation from Franklin County. By the end of Dr. Orton's administration the particular place in the educational field for which the university was fitted had been found and it had assumed a firm position as an agricultural and technical college affording superior facilities in these lines, and in addition affording such advantages for instruction in the arts and sciences that make for a liberal education as to give its general or non-technical courses equal rank with those of its sister colleges in the State. President Orton resigned the presidency in 1878, but at the solicitation of the trustees retained the position until 1881, when he was relieved from the duties of the executive office, retaining the professorship of geology, which he still holds. His successor in



OHIO STATE UNIVERSITY—ELECTRICAL LABORATORY.



OHIO STATE UNIVERSITY—PHYSICAL LABORATORY.

the presidential office was Rev. Walter Q. Scott, D. D., whose term of office was perhaps too short to produce any permanent effect upon the institution's development. The university prospered, the number of students increased, and new buildings, contemplated during Dr. Orton's administration, were erected. Dr. W. Q. Scott's popularity with the students was such that his resignation in 1883 under somewhat unfortunate conditions slightly shook the loyalty of a portion of the students and contributed to bring about a decreased attendance during the next two years.

Rev. William H. Scott, LL. D., then president of Ohio University at Athens, succeeded to the presidency of the State University in July, 1883. During his administration the university has broadened and deepened its foundation, and by a considerable enlargement of its faculty (numbering in 1891 twenty-four heads of departments) and the infusion of new blood into that body it has entered upon an era of further prosperity. In 1885 a school of veterinary medicine and surgery was established at the university, and in 1886 a school of pharmacy was provided for and opened for students.[1]

Eleven courses of study, each leading to a different degree, are now offered, besides two shorter practical courses, one in agriculture and one in mining engineering. Of the eleven courses leading to a degree, nine are full collegiate courses of 4 years each, with high requirements for admission, especially in science. The other two courses, that in veterinary medicine and the one in pharmacy, are 3 years in length, with lower admission requirements.

FACULTY AND STUDENTS.

From the organization of the university until the present time the following persons have been members of the faculty,[2] those to whose names an asterisk is prefixed still retaining their connection with the university:

1873. * Edward Orton, LL. D., President and Professor of Geology.
T. C. Mendenhall, LL. D., Professor of Physics and Mechanics.
* Sidney A. Norton, LL. D., Professor of Chemistry.
Joseph Milliken, A. M., Professor of Modern Languages.

[1] In June, 1891, the board of trustees adopted the following:

"*Resolved*, That a law department be established in the university, and that the fees received from the students in such department be appropriated for its support."

In accordance with this resolution a law department has been organized, a special faculty chosen, and the school will be opened for students in September, 1891. An annual fee of $60 has been fixed for students in this department. A two-years' course of nine months each year has been laid down, and the entrance requirements have been placed unusually high for a law school in the West, considerably higher, in fact, than at the law school of the largest State university in the country—that of Michigan. All candidates for admission, if intending to apply for a degree, must pass an examination on all subjects (or their equivalents) required for admission to the junior year of the regular four-year courses of the university.

[2] Only heads of departments are here included.

1873. * N. S. Townshend, M. D., Professor of Agriculture.
R. W. McFarland, A. M., Professor of Mathematics and Civil Engineering
J. H. Wright, A. M., Assistant Professor of Ancient Languages.
A. H. Tuttle, M. SC., Professor of Zoölogy and Comparative Anatomy.
1875. William Colvin, Professor of Political Economy and Civil Polity.
1876. Josiah R. Smith, A. M., Assistant Professor of Ancient Languages.
1877. John A. Church, M. E., Professor of Mining and Metallurgy.
1878. * S. W. Robinson, C. E., Professor of Physics and Mechanics.
1879. * N. W. Lord, E. M., Assistant Professor[1] of Mining and Metallurgy.
J. T. Short, PH. D., Assistant Professor[1] of History and Philosophy.
1880. W. A. Mason, jr., Assistant Professor of Industrial Art.
1881. W. Q. Scott, D. D., President and Professor of Philosophy.
T. C. Mendenhall, LL.D., Professor of Physics.[2]
* S. C. Derby, A. M., Professor of Ancient Languages.
* W. R. Lazenby, AG. B., Professor of Botany and Horticulture.
Alice K. Williams, Instructor in French and German.
1883. * J. R. Smith, A. M., Professor of Greek.[3]
* W. H. Scott, LL. D., President and Professor of Philosophy.
1884. * Henry A. Weber, PH. D., Professor of Agricultural Chemistry.
1885. * Benj. F. Thomas, PH. D., Professor of Physics.
Geo. C. Comstock, PH. B., Professor of Mathematics and Astronomy.
* Geo. W. Knight, PH. D., Professor of History and English Literature.
* C. N. Brown, C. E., Associate Professor of Civil Engineering.[4]
* Geo. B. Kauffman, Associate Professor of Pharmacy.
1885. * H. J. Detmers, M. V. D., Professor of Veterinary Science.
1886. * Ernst A. Eggers, Associate Professor of German.[5]
1887. * R. D. Bohannan, C. E., B. SC., Professor of Mathematics and Astronomy.
A. H. Welsh, A. M , Associate Professor of English Literature.[6]
1888. * D. S. Kellicott, PH. D., Professor of Zoölogy and Comparative Anatomy.
1889. * James Chalmers, Ph. D., Associate Professor of English Language and Literature.
1890. * Benjamin L. Bowen, Ph. D., Associate Professor of French Language and Literature.

In addition to the foregoing there have been detailed at the university as Professor of Military Science and Tactics the following officers of the regular army of the United States.

1877–1881. Lieut. Luigi Lomia.
1881–1884. Lieut. George Ruhlen.
1884–1887. Lieut. A. P. Blocksom.
1887–1890. Lieut. Charles E. Kilbourne.
1890–1891. Lieut. Alexander Ogle.

[1] Changed to "Professor," etc., in 1881.
[2] Chair of Physics and Mechanics divided.
[3] Chair of Ancient Languages divided.
[4] Chair of Mathematics and Civil Engineering divided.
[5] Chair of Modern Languages divided.
[6] Chair of History and English Literature divided.



OHIO STATE UNIVERSITY—HORTICULTURAL BUILDING.

The number of students enrolled and the number of graduates each year has been as follows:

Year.	Enrollment.[1]		Total.	Graduates.
	Collegiate.	Preparatory.		
1874	90		90	
1875	118		118	
1876	143		143	
1877	254		254	
1878	309		309	6
1879	295		295	6
1880	313		313	9
1881	365		365	6
1882	114	242	356	9
1883	142	213	355	12
1884	152	146	298	12
1885	190	133	323	16
1886	190	141	331	18
1887	196	148	344	25
1888	236	165	401	27
1889	260	165	425	24
1890	312	181	493	28

[1] Previous to 1882 the classification of students was not given in the official records, and it is only possible to give the total enrollment in both collegiate and preparatory departments. It will be noted that since 1882 the collegiate students have steadily increased in numbers while the preparatory department has decreased, showing that a greater proportion of the instructional effort is now expended on collegiate students.

Though an exact computation has not been made, it has been estimated that fully one-half of the students who seek to avail themselves of the privileges of the State University are from the rural districts and smaller towns of the State. It was at the outset found necessary, in view of this, to establish a preparatory department with a two-years course. The instruction in this department was for several years given by the collegiate faculty, but at present most of it is given by special instructors and assistants.

On the day when the university opened several women presented themselves for admission, and as no rule had been adopted excluding women, they were permitted to become members of the student body. It does not appear that the trustees contemplated the application of women for admission, but having, from oversight or other cause, neglected to legislate on the subject, they had left the doors open, and as a result women have been admitted throughout the entire life of the university on the same terms as men, no special courses having been provided for them.

FINANCIAL ASSISTANCE FROM THE STATE.

As already stated, the income from the endowment fund amounts to $32,275 annually. With the donation from Franklin County the university site was purchased and the first buildings, including the main

university building and two dormitories, were erected and equipped. With the remainder of this donation, the income from the endowment fund, and the small incidental fee[1] paid by the students ($15 per year), all expenses of conducting the college during its early years were defrayed. There was for several years no disposition on the part of the State to render any financial support to the young institution, the general feeling appearing to have been that the State was fulfilling its whole duty in *managing* the trust created by Congress. The needs of the institution, however, soon outgrew its resources, and the legislature was appealed to to sustain the college it had created. For some time these appeals met with no favorable response, but the general assembly gradually came to feel that in accepting the trust the State had bound itself to *maintain* the college in a healthy condition. Two State colleges in Ohio had already been permitted to starve for lack of proper State aid, and the third one must not be suffered to drag out a sickly existence. A few small appropriations were made, at first grudgingly, more because the legislature felt that it must make them than because it had any great desire to do so. Public interest has, however, grown, and as the university has demonstrated its ability to live and develop, a more liberal and willing spirit has characterized the recent legislatures. The wisdom of building up a strong central university for the people of the whole State has been felt, and is likely to continue in appreciation.[2]

[1] The fee in the recently established law department has been fixed at $60 per annum. Each county in the State, acting through the county agricultural society, may send one student to the agricultural school, who shall be exempt from the payment of the incidental fee.

[2] Since 1889, when the above statements were written, the general assembly has passed a law which promises to open a new era in the development and progress of the university. As early as 1885, President W. H. Scott, in his annual report, plead for the passage of an act by which the university might receive the proceeds of an annual tax of a fraction of a mill upon the tax duplicate of the State, arguing that the university could not adopt a fixed policy and accomplish the highest good, so long as it was obliged to depend upon the uncertain and fluctuating appropriations made by the legislature from year to year. In subsequent reports the president and board of trustees returned to the subject and repeated more strongly the arguments in its favor. No active steps were taken, however, to push the matter, beyond a futile attempt to have the Governor recommend it in his message to the general assembly, until 1890, when the project was taken up by the alumni and other friends of the university. Governor James E. Campbell became warmly interested in the university and in his message to the general assembly, urged the passage of an act giving to the university the proceeds of a permanent annual tax of $\frac{1}{20}$ millon the taxable property in the State. Hon. N. R. Hysell, speaker of the house, heartily favored the idea, and himself introduced a bill covering the subject, and lent his whole influence towards its passage. After long and active effort by friends of the university, both in and out of the legislature, the measure became a law in 1891, after a few amendments, so that it is now provided that the university shall annually receive the proceeds of a tax of $\frac{1}{20}$ mill on all taxable property, "for higher, agricultural, and industrial education, including manual training." The university will receive about $90,000 a



OHIO STATE UNIVERSITY VETERINARY HOSPITAL.

The following list includes all appropriations made for the university from the State treasury. A portion of this amount was for the erection of buildings, but the larger part for apparatus and current expenses:

1877	$4,500.00	1886	$19,600.00
1879	15,800.00	1887	19,400.00
1880	8,500.90	1888	25,335.00
1881	1,350.00	1889	75,100.00
1882	21,500.00	1890	51,600.00
1883	21,850.00	1891	55,775.00
1884	10,450.00		
1885	25,500.00	Total	$356,260.90

BUILDINGS, LABORATORIES, AND EQUIPMENT.

The main building was erected in 1872–74 at a cost of about $125,000. It is a large building, four stories in height, with a high basement, and like all the buildings since erected is constructed of brick. For several years it contained all the recitation and lecture rooms as well as several laboratories. While the number of departments was small and the students were few, ample room was found in it for the entire work of the institution. In 1879 the legislature was asked to provide for the erection of a building for the department of mechanical engineering and the necessary appropriation was made. The structure known as the Mechanical Building was erected at a cost of $10,000 and was well equipped through subsequent appropriations by the legislature.

By 1882 the chemical department needed more room than could be given it in the main buildings, and in 1882 and 1883 appropriations aggregating $28,000 were made for the erection of a chemical laboratory. A large, plain, and substantial building was erected containing a lecture room for general chemistry, laboratories for work in qualitative and quantitative analysis; laboratory for the department of agricultural chemistry, and laboratories for the department of mining and metal-

year from this tax. Of course this law is repealable, but it is hardly likely that any general assembly will venture upon such a backward step.

The passage by Congress, in 1890, of what is known as the "Morrill Act," has also largely increased the permanent income of the university. This act appropriates annually to each State, for the further equipment of its agricultural and mechanical college founded on the act of 1862, a sum of money, commencing with $15,000, and increasing by $1,000 each year until it reaches $25,000 per year, at which sum it is to remain permanently. Ohio State University receives the appropriation falling to the State of Ohio.

From these two sources a permanent income of over $100,000, in addition to the interest on its endowment fund and other sources of revenue, is guaranteed to the university. The total income of the institution will not fall short of $150,000, under the present laws, and is likely to increase each year. As the chief difficulty in the way of the highest growth hitherto has been an insufficient income, everything now points to a rapid and healthy development of the institution along all lines, agricultural, technical, and general, and makes possible the building up in no long time of a true university at Columbus.

lurgy. The building while extremely plain and ugly is one of the most commodious laboratory buildings in the West.[1]

In 1883 the legislature appropriated $15,000 for the erection of a building for the department of horticulture and botany. This is known as Horticultural Hall and contains lecture rooms and laboratories.

Two dormitories were erected in 1873 of sufficient size to accommodate about one hundred students. While these are always filled with students, the growth of the city around the university farm and campus has removed the necessity for more dormitories, and the rest of the students room and board in private houses in the vicinity. Including the farm buildings and residences for professors there are more than twenty buildings upon the university premises. The larger buildings are heated with steam from a central boiler house, whence also power is supplied to those laboratories where machinery is in operation, while all the buildings are lighted with gas manufactured at the university.

As the university is primarily an agricultural and technical college, it has been necessary to provide laboratory facilities for practical and experimental work by the students. In the number and equipment of its laboratories the university is surpassed by few institutions in the country. Eight laboratories in as many different scientific and technical lines were in operation in 1888. These were the physical, physiological and zoölogical, mechanical, mining and assaying, botanical, pharmaceutical, and agricultural chemical. In each of these a good equipment has been provided and every needed facility for the students' work has been supplied as fast as the resources of the university have permitted.[2]

The library, containing about 11,000 volumes, located in the main building, has been carefully selected, and is said by competent judges to contain few books not of actual service in a working library. The fact that the State library, containing 60,000 volumes, is located at Columbus has made the necessity for a large university library less imperative, though the latter is increasing at the rate of 1,000 volumes a year. The two libraries thus available for the students are sufficient to enable work

[1] Since the above was written the chemical laboratory building was destroyed by fire (February, 1889). The general assembly then in session almost immediately appropriated $40,000 for the erection of a new and larger building. A further appropriation of $20,000 for its equipment was made by the next general assembly. Meanwhile the legislature made an appropriation for the temporary equipment of the chemical laboratories in their original quarters in the main building. The new chemical laboratory accommodating the same laboratories as the old one, and that of pharmacy in addition, is a handsome brick structure with brown-stone trimmings. It is finely equipped for the work of these departments, and is surpassed in its appointments by few collegiate laboratories.

[2] In March of the present year (1889), since the above was written, the general assembly made an appropriation for the erection and equipment of a building for experimentation and laboratory work in electrical engineering. A complete course in electrical engineering has been adopted by the faculty, and was opened to students in September, 1889.

OHIO STATE UNIVERSITY—GEOLOGICAL MUSEUM.

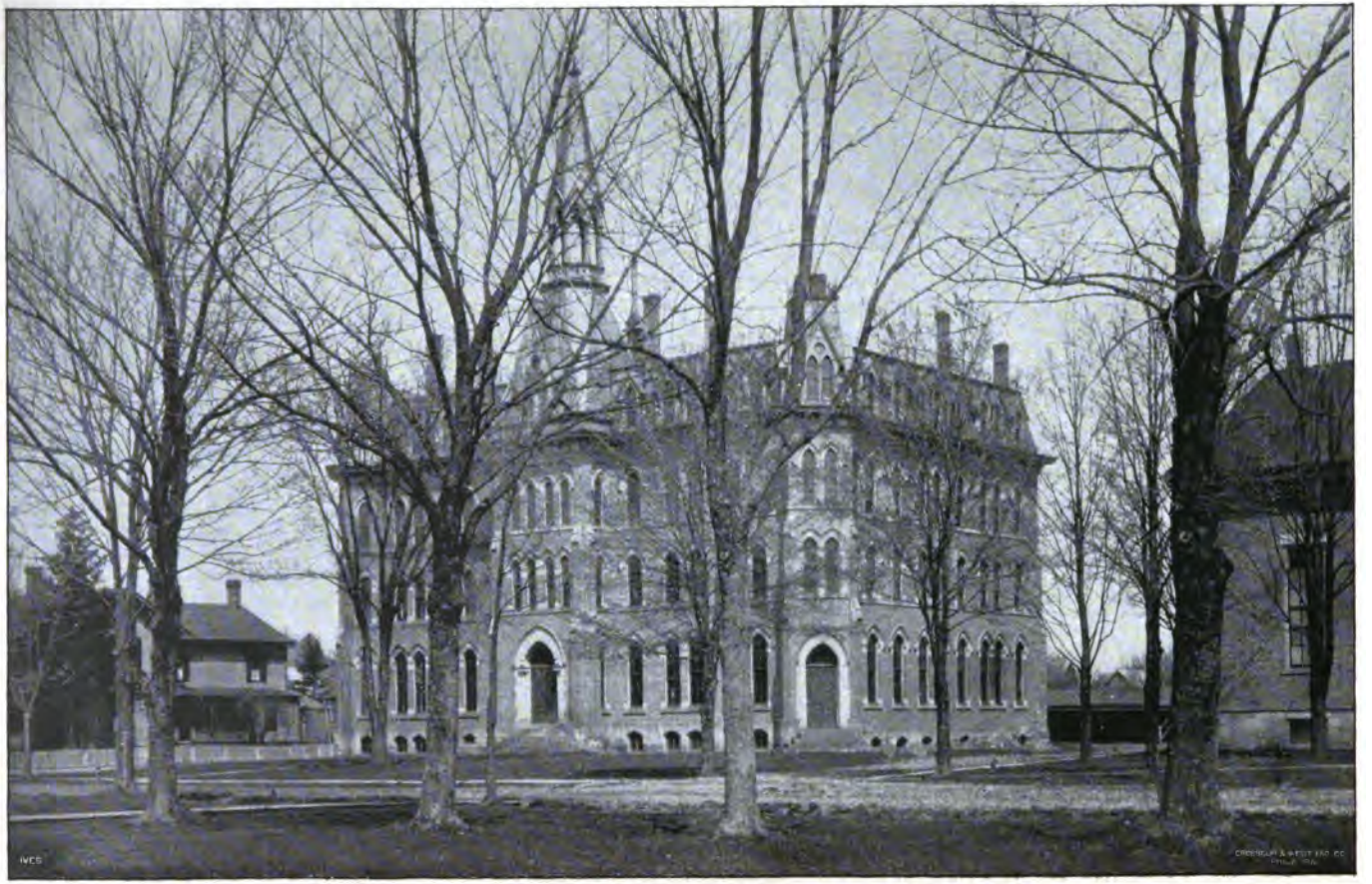
in American history and in English literature to be carried on by the *seminar* method. In 1886 seminary courses were introduced in both these departments, and have produced creditable results.

The geological collection made by the State geological survey was given to the university a few years since by act of the general assembly. The collection has been largely supplemented from other sources, until it stands as the finest and most valuable collection of its class in the State and perhaps in the West.

The total value of the land, buildings, and equipment of the university is estimated at from $800,000 to $1,000,000, and is constantly increasing.

[AUTHORITIES CONSULTED: History of Ohio Agricultural and Mechanical College, by President Edward Orton, 1879; annual reports of president and trustees; Ohio laws.]

II.—COLLEGES AND UNIVERSITIES.



OBERLIN COLLEGE—COUNCIL HALL.

IV.—OBERLIN COLLEGE.

(OBERLIN, LORAIN COUNTY.)

[Sketch by Prof. John R. Commoms, A. M.]

Oberlin is a development from the missionary and reform movements of the early quarter of our century. Its direct impulse was the new spirit of active benevolence which tested old doctrines by experience and by their fitness for organized philanthropy. Its foundations were laid 23 years after the organization of the American Foreign Missionary Association, 7 years after the first American temperance society, 15 years before the first public move to extend the rights of women, and in the same year with the American Anti-Slavery Society. All of these reform movements were more or less united in the Oberlin movement. The founders were themselves home missionaries in the West and among the Indians, and Oberlin has ever since been vital with the missionary spirit. From the first, alcoholic beverages have been excluded. Although not adopting the extreme doctrine of woman's rights, yet Oberlin was the first college in the world to admit young women to all its privileges on equal terms with young men; and as for its anti-slavery leanings, it had received colored students into its classes 28 years before emancipation.

Such bold disregard of the old landmarks was not attractive to the power and wealth of the country, and so for fifty years Oberlin owed its life to the sacrifice and devotion of its founders and instructors; and to-day the record shows that its benefactors have been people of small means, who have periodically contributed small sums from scanty earnings. It also shows that Oberlin has trained and educated a greater number of students in proportion to its financial endowment than any other institution in the land. In the eight years following the celebration of its semi-centennial anniversary in 1883, its material prosperity has advanced more than during the entire fifty years preceding.

In 1831 John J. Shipherd, under commission from the American Home Missionary Society, entered upon his work as pastor of the church at Elyria, Ohio. The future of the great Mississippi Valley was to him an object of great solicitude. His pastoral work was one of intense activity. In the summer of 1832 he was visited by Philo P.

Stewart, an old school friend in the days when they both attended the academy at Pawlet, Vt. Stewart, on account of the failing health of his wife, had returned from mission work among the Choctaws in Mississippi, but his heart was still burning with zeal for extending Christian work in the West. The two men after long consultations and prayer, finally concluded that the needs of the new country could best be met by establishing a community of Christian families with a Christian school which should be "a center of religious influence and power which should work mightily upon the surrounding country and the world—a sort of missionary institution for training laborers for the work abroad"—the school to be conducted on the manual labor system, and to be open to both young men and young women. It was not proposed to establish a college, but simply an academy for instruction in English and useful languages, and, if Providence should favor it, in "practical theology." In accordance with this plan the corporate name, "Oberlin Collegiate Institute" was chosen. Not until 1851 was a new and broader charter obtained, this time under the name of "Oberlin College." The name *Oberlin* was chosen to signify the hope that the members of the new enterprise might be moved by the spirit of the self-sacrificing Swiss colporteur and pastor, John Friederich Oberlin.

In October, 1832, Mr. Shipherd resigned his pastorate, and the two men set themselves with enthusiasm to accomplish their enterprise. Several offers of beautiful sites were rejected, because the community which they had in view must be apart from older settlements and have room for self-development into a peculiar Christian society. Such room was at length secured on the present site of Oberlin, 12 miles from Lake Erie, and 30 miles west of Cleveland, within the limits of the Connecticut Western Reserve, from the owners, Messrs. Street & Hughes, of New Haven, Conn. It consisted of a gift of 500 acres for a manual-labor school, and an arrangement to purchase an additional 5,000 acres at $1.50 per acre, to be sold to the colonists at an advance of $1 an acre to secure a fund for establishing the school.

It was in New England, too, that the colonists were to be secured, and the manner in which this was done indicates the character of the enterprise. Two hundred years before this time a band of pilgrims who had settled in that part of our continent had signed a famous compact in the *Mayflower*, which breathed a spirit of religion and patriotism. In that instrument they had declared that the voyage they had undertaken was "for the Glory of God and the advancement of the Christian Faith, and Honor of our King and Country." So now, these descendants of theirs, going again westward on a new migration, entered upon a new compact based upon religion and patriotism, "*The Oberlin Covenant.*" It was the aim of the founders that this covenant should make Oberlin a distinctively Christian community. It was hoped that worldly-minded people would be turned away from the enterprise by a contem-

plation of the conditions it imposed. The covenant, a quaint and remarkable document, is here presented in full:

THE OBERLIN COVENANT.

Lamenting the degeneracy of the church and the deplorable condition of our perishing world, and ardently desirous of bringing both under the entire influence of the blessed gospel of peace; and viewing with peculiar interest the influence which the Valley of the Mississippi must exert over our nation and the nations of the earth; having, as we trust, in answer to devout supplications, been guided by the counsel of the Lord: the undersigned covenant together under the name of the Oberlin Colony, subject to the following regulations, which may be amended by a concurrence of two-thirds of the colonists:

1. Providence permitting, we engage as soon as practicable to remove to Oberlin Colony, in Russia, Lorain County, Ohio, and there to fix our residence, for the express purpose of glorifying God in doing good to the extent of our ability.

2. We will hold and manage our estates personally, but pledge as perfect a community of interest as though we held a community of property.

3. We will hold in possession no more than we believe we can profitably manage for God as his faithful stewards.

4. We will, by industry, economy, and Christian self-denial, obtain as much as we can, above our necessary personal or family expenses, and faithfully appropriate the same for the spread of the gospel.

5. That we may have time and health for the Lord's service, we will eat only plain and wholesome food, renouncing all bad habits, especially the smoking and chewing of tobacco, unless it is necessary as a medicine, and denying ourselves all strong and unnecessary drinks, even tea and coffee, as far as practicable, and everything expensive that is simply calculated to gratify the palate.

6. That we may add to our time and health, money for the service of the Lord, we will renounce all the world's expensive and unwholesome fashions of dress, particularly tight dressing and ornamental attire.

7. And yet more to increase our means of serving Him who bought us with His blood, we will observe plainness and durability in the construction of our houses, furniture, carriages, and all that pertains to us.

8. We will strive continually to show that we, as the body of Christ, are members one of another; and will, while living, provide for the widows, orphans, and families of the sick and needy as for ourselves.

9. We will take special pains to educate all our children thoroughly, and to train them up, in body, intellect, and heart, for the service of the Lord.

10. We will feel that the interests of the Oberlin Institute are identified with ours, and do what we can to extend its influence to our fallen race.

11. We will make special efforts to sustain the institutions of the gospel at home and among our neighbors.

12. We will strive to maintain deep-toned and elevated personal piety, to provoke each other to love and good works, and live together in all things as brethren, and to glorify God in our bodies and spirits which are His.

In testimony of our fixed purpose thus to do, in reliance on divine grace, we hereunto affix our names.

With regard to this covenant, President Fairchild says in his History of Oberlin:

In so far as it goes beyond a general expression of Christian consecration, it subsequently afforded occasion of earnest discussion, and sometimes, perhaps, of uncharitable judgment. It was at length found necessary to leave the determination of personal duty in practical affairs to the individual conscience, and thus after a year or

two the covenant was no longer appealed to in the settlement of differences of opinion upon these subjects. It doubtless had its part in giving form to the social and religious life of the place.

Although not fulfilled to the letter, yet the simplicity which the covenant prescribed was jealously adhered to, and among the early public discussions that agitated the colony, the virtues of brown bread and vegetable diet held turn in place with the admission of negro students and the foundations of obligation.

The object of the founders is again set forth in the first report, published in 1834. It reads:

DESIGN OF THE INSTITUTE—Its grand object is the diffusion of useful science, sound morality, and pure religion among the growing multitudes of the Mississippi Valley. It aims also at bearing an important part in extending those blessings to the destitute millions which overspread the earth. For this purpose it proposes as its primary object the thorough education of ministers and pious school teachers; as a secondary object the elevation of female character. And as a third general design the education of the common people with the higher classes in such a manner as suits the nature of republican institutions.

It will be seen from what precedes, and from the further course of the narrative, that a history of Oberlin College includes a history of the town and colony. The town has grown up for the sake of the college, and the two make in a peculiar sense a single organism.

The first settler under the Oberlin compact was Peter P. Pease, who, April 19, 1833, moved into a log house which he had erected on the southeast corner of the future college campus. Near it was what has now become the "historical elm," under which Shipherd and Stewart, when they first visited the tract, had knelt and prayed for divine guidance. Mr. Pease was member of the "Board of Trust," the other members being, as appeared from the charter secured a year later, J. J. Shipherd, Henry Brown, E. Redington, Joel Talcott, Addison Tracy, P. P. Stewart, J. L. Burrell, and John Keys. Soon other colonists arrived and the work of clearing the primeval forest was heartily entered upon. A steam engine, bought with the college funds, was soon exerting itself upon a flour mill and a sawmill, the latter transforming the logs into shape for college buildings and colonists' dwellings. A wooden building 35 by 40 feet in dimensions, and two and one-half stories in height, contained the entire college for more than a year, including the principal's office and study, dining room, schoolroom, chapel, church, dormitories for young women on the second floor and for young men in the attic. In these quarters school was opened on December 3, 1833, with forty-four students—twenty-nine young men and fifteen young women, half of whom were from the East. The teachers whom Mr. Shipherd had engaged in the East were not yet on the ground, and temporary charge was given to John F. Scovill, a student from the Western Reserve College at Hudson, Ohio.



OBERLIN COLLEGE—SPEAR HALL LIBRARY.



OBERLIN COLLEGE—INTERIOR VIEW OF SPEAR LIBRARY.

The first circular of the new school was published in March, 1834 and included the following statement:

The grand objects of the Oberlin Institute are, to give the most useful education at the least expense of health, time, and money; and to extend the benefits of such education to both sexes and to all classes of the community, as far as its means will allow. Its system embraces thorough instruction in every department, from the infant school up through a collegiate and theological course. While care will be taken not to lower the standard of intellectual culture, no pains will be spared to combine with it the best physical and moral education. Prominent objects of this seminary are, the thorough qualification of Christian teachers, both for the pulpit and for schools; and the elevation of female character, by bringing within the reach of the misjudged and neglected sex all the instructive privileges which have hitherto unreasonably distinguished the leading sex from theirs.

In the spring of 1834 the permanent teachers began to arrive. They were Rev. Seth H. Waldo, a graduate of Amherst and Andover, professor of languages; James Dascomb, M. D., of Dartmouth Medical College, professor of chemistry, botany, and physiology; Daniel Branch, of Amherst, principal of the preparatory department. Mrs. Dascomb became principal of the ladies' department.

The new colony, being isolated from all settled communities, was well situated for carrying out the principles of the Oberlin covenant. At the dining hall, under the management of Mr. Stewart and his wife, tea and coffee were excluded and board was furnished at 75 cents a week for purely vegetable diet and $1 for the addition of meat twice a day. The entire expenses of students for the school year of 40 weeks were estimated at from $48 to $89.

MANUAL LABOR.

An essential feature of the Oberlin plan was the manual-labor department. The objects to be attained by this department were eloquently set forth in the first circular of the institute as follows:

This department is considered indispensable to a complete education.

It is designed, first, to preserve the student's health. For this purpose all of both sexes, rich and poor, are required to labor four hours daily.

There being an intimate sympathy between soul and body, their labor promotes as a second object, clear and strong thought with a happy moral temperament. A third object of this system is its pecuniary advantage; for while taking that exercise necessary to health a considerable portion of the student's expenses may be defrayed. This system as a fourth object, aids essentially in forming habits of industry and economy, and secures as a fifth desideratum, an acquaintance with common things. In a word it meets the wants of man as a compound being, and prevents the common and amazing waste of money, time, health, and life.

Not even the most enthusiastic modern advocate of manual training schools as a solution of the educational problem could have set forth more glowingly the advantages of this system.

But with 5 years of experimenting, these fond expectations vanished. Student labor was unable to compete with ordinary labor, and the in-

stitute had not the funds for paying a bonus above the actual value of the work performed.

The manual-labor department was abandoned, and as soon as possible the engines, sawmill, and gristmill were sold to private parties.

The students in those days were required to labor 4 hours each day in this department, either in the mills or on the college farm, receiving, according to skill, from 4 to 7 cents per hour. Terms and vacations were so arranged that the long vacation came in the winter, and thus by far the larger number of students were able to defray expenses by teaching school. This arrangement was continued until the year 1878, since which time the long vacation has been in the summer.

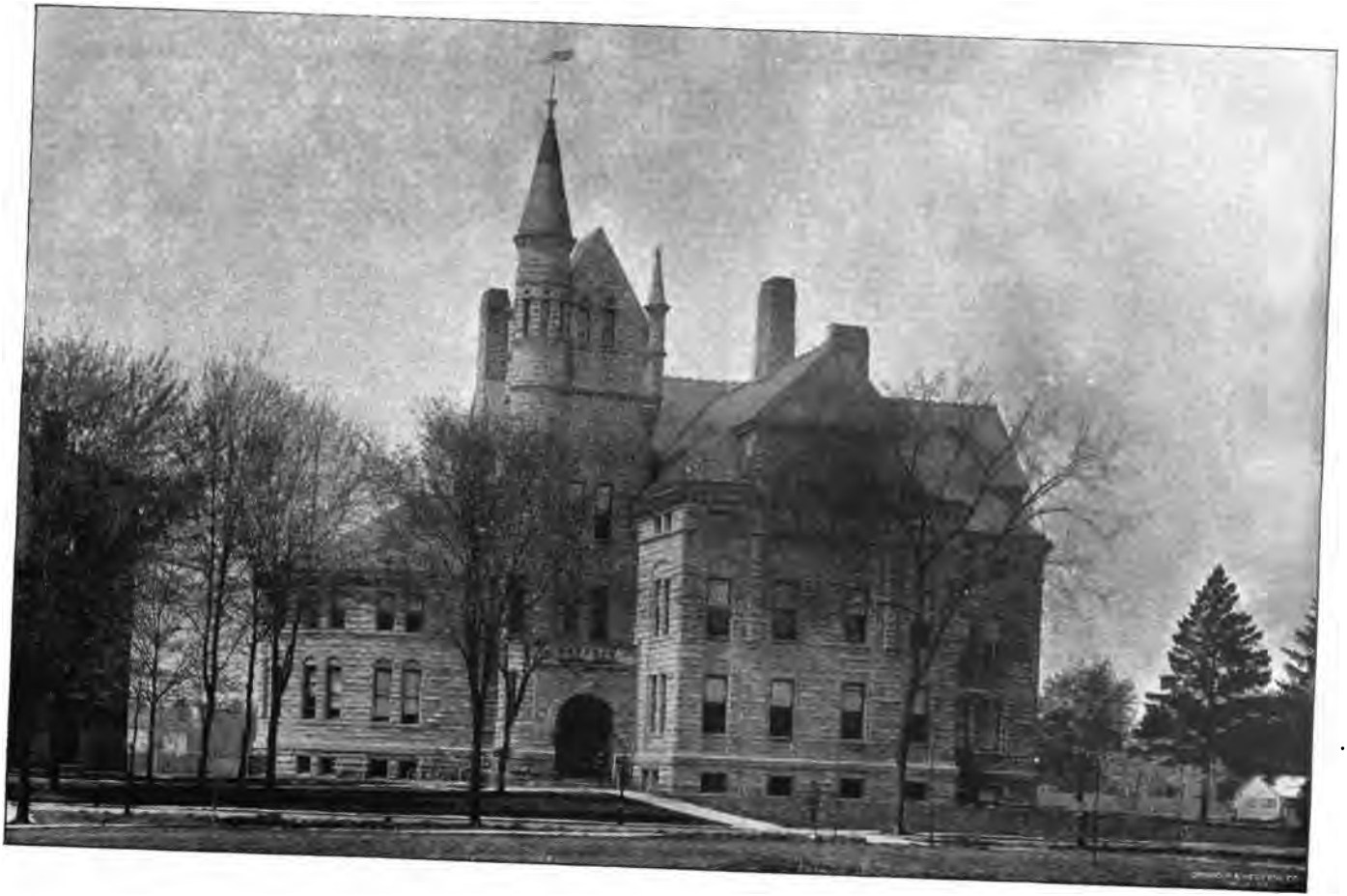
Though the manual-labor department was so soon abandoned, yet the traditions of the college largely favor those who "work their way." The catalogues of recent years contain the following statement, which indicates the present attitude of the college on the subject of manual labor:

FACILITIES FOR SELF-SUPPORT.—The college desires in every way to encourage self-supporting students, but it can not furnish manual labor. Energetic and faithful young men can usually find employment in the village for themselves, with satisfactory compensation, for all the time they can profitably spare from their studies. Some earn enough from term to term to meet a large part of their expenses—by working at trades, doing chores at private houses, taking care of gardens, sawing wood, teaching school in vacation, etc. A few, by rigid economy and hard work, meet all their expenses, while studying, from their earnings. But in such cases health or studies are likely to suffer. No one should come, even for one term, expecting to support himself, without at least $30 or $40 at his command for use if needed. Free tuition is furnished to a few self-supporting students, as provided for in the lists of scholarships, and the college has funds for otherwise aiding certain classes of needy students to some extent. But the great advantage it offers indigent students is the very low rate at which all its facilities are afforded. The traditions of the college, and the public sentiment of the students, favor economy in all living expenses.

COLORED STUDENTS.

In 1835 occurred the most important accession to the Oberlin enterprise, and one that determined its future character. The students of Lane Seminary at Cincinnati had been prohibited by a vote of the trustees from discussing the subject of slavery. About four-fifths of them immediately withdrew; and one of the professors, Rev. John Morgan, was relieved of his position on account of his anti-slavery views. At the same time, Rev. Asa Mahan, pastor of the Sixth Presbyterian Church of Cincinnati, resigned his position as trustee of the seminary. Mr. Shipherd, happening to visit Cincinnati at this time, seized the opportunity and proposed that the revolted students with Professor Morgan and Rev. Mahan transfer their field of work to the new colony at Oberlin. On one condition would his proposition be accepted; and to meet this he wrote to the trustees at Oberlin urging the passage of the following resolution:

Resolved, That students shall be received into this institution *irrespective of color*.



OBERLIN COLLEGE—PETERS HALL.

The proposal was regarded as frightful. No action was taken until a second letter from Mr. Shipherd, this time from New York, revealed the further promise that upon the passage of such a resolution the institution would receive eight new professorships subscribed to by Arthur Tappan and other anti-slavery men, and that Rev. C. S. Finney of the Broadway Tabernacle could be secured as professor of theology.

This letter of Rev. Shipherd to his flock in Oberlin, like the letters of St. Paul to the churches which he had established, will illustrate the position of the colony at that time on the current questions of their religious life. After general admonitions and recommendations, he goes on to speak of the great question before them in the following manner:

Moreover, let me exhort you as the Lord's peculiar people, to be zealous in finding out and employing those means by which the world is to be converted. Fear not, brethren, to lead in doing right. There must be a mighty overturning before He whose right it is shall rule over all nations, and the servants of God will have to turn much upside down, as Paul did, before all will be right. There must also be many inventions of moral as well as physical machinery before Satan's throne will be demolished. Who should be forward in these overturnings and inventions if not my dear people at Oberlin? You know, beloved, I would not have you rash or inconsiderate in changing a single custom; but I would have you study and pray out the mind of the spirit and execute it promptly without asking how the world or even the church would like it. Nothing is more impolitic as well as wicked than to substitute expediency for duty. This is now a prevalent sin of the church, which nullifies her power. It is so prevalent in all the churches that I fear some of you, beloved, if not all, will yield to its paralyzing influence. My fears are excited by your recent expressions of unwillingness to have youth of color educated in our institute. Those expressions were a grief to me, such as I have rarely suffered. Although I knew that with some of you the doctrine of expediency was against the immediate abolition of slavery, because slaves are not qualified for freedom, I supposed you thought it expedient and a duty to elevate and educate them as fast as possible, that therefore you would concur in receiving those of promising talent and piety into our institution. So confident was I that this would be the prevailing sentiment of Oberlin in the colony and institute that about a year ago I informed eastern inquirers that we received students according to character, irrespective of color; and, beloved, whatever the expediency or prejudice of some may say, does not duty require this? Most certainly.

1. They are needed as ministers, missionaries, and teachers for the land of their fathers, and for their untaught, injured, perishing brethren of our country. 2. Their education seems highly essential if not indispensable to the emancipation and salvation of their colored brethren. 3. They will be elevated much more rapidly if taught with whites, hitherto far more forward, than if educated separately. 4. The extremity of their wrongs at the white man's hand requires that the best possible means be employed, and without delay, for their education. 5. They can nowhere enjoy needed education unless admitted to our institution, or others established for whites. 6. God made them of one blood with us; they are our fellows. 7. They are our neighbors, and whatsoever we would they should do unto us we must do unto them, or become guilty before God. Suppose, beloved, that your color were to become black, what would you claim, in this respect, to be your due as a neighbor? 8. Those we propose to receive are the "little ones" of Christ. We must "take heed how we offend one of these 'little ones.'" 9. The objection to associating with them for the purpose of thus doing them good is like the objection of the Pharisees against our Savior's eating with publicans and sinners. 10. Intermarriages with the whites is not

asked and need not be feared. 11. None of you will be compelled to receive them into your families unless, like Christ, the love of your neighbor compel you to. 12. Those who desire to receive and educate them have the same right to do it that Christ had to eat with publicans and sinners. 13. Colored youth have been educated at other institutions for whites. 14. They will doubtless be received to all such institutions by and by, and why should beloved Oberlin wait to do justice and show mercy till all others have done it? Why hesitate to lead in the cause of humanity and of God? 15. Colored youth can not be rejected through fear that God will be dishonored if they are received. 16. However it may be with you, brethren, I know that it was only pride of my wicked heart that caused me to reject them while I did. 17. If we refuse to deliver our brethren now drawn unto death I can not hope that God will smile upon us. 18. The men and money which would make our institution most useful can not be obtained if we reject our colored brethren. Eight professorships and $10,000 are subscribed upon condition that Rev. C. G. Finney become professor of theology in our institute, and he will not unless the youth of color are received. Nor will President Mahan nor Professor Morgan serve unless this condition is complied with. And they all are the men we need, irrespective of their anti-slavery sentiments. 19. If you suffer expediency or prejudice to pervert justice in this case you will in another. 20. Such is my conviction of duty in this case that I can not labor for the enlargement of the Oberlin Collegiate Institute if our brethren in Jesus Christ must be rejected because they differ from us in color.

You know, dear brethren and sisters, that it would be hard for me to leave that institution which I planted in much fasting and prayer and tribulation, sustained for a time by only one brother, and then for months by only two brethren, and for which I have prayed without ceasing, laboring night and day and watering it with my sweat and tears. You know it would be hard to part with my dear associates in these labors, and as I have you, as a people, in my heart to live and die with you, you know, beloved, that it would be heartbreaking to leave you for another field of labor; but I have pondered the subject well with prayer, and believe that if the injured brother of color, and consequently Brothers Finney, Mahan, and Morgan, with eight professorships and $10,000, must be rejected, I must join them; because by so doing I can labor more effectually for a lost world and the glory of God, and believe me, dear brethren and sisters, for this reason only. The agitation produced by my request forwarded to the trustees some weeks since was unexpected. I was sorry that it occurred, but happy that you fasted and prayed it down. I trust that season has prepared the minds of all who devoutly observed it for this communication, which I would have suppressed till my return had I not been under the necessity of communicating the same to the trustees for immediate decision, because our professors and funds are all suspended upon that decision, and myself also. May God in His infinite mercy grant that in this and all things right we may be "perfectly joined together in one mind."

This letter was duly received by the colony, and after a long session of the board of trustees, the vote finally taken resulted in a tie, and was decided by the president, "Father" John Keep, in favor of the negro. The colony had passed through a period of intense excitement, and many predicted that they would soon be overrun by the blacks, but the decision once made was nobly adhered to, and Oberlin became the noted and berated friend of the despised negro.

The "Underground Railroad" had here an important depot on its route to Canada, and the fugitive slave law was met with determined opposition. One instance of its violation, the so-called "Oberlin-Wellington rescue" of 1858 became famous throughout the nation.[1]

[1] See Oberlin-Wellington Rescue, by J. R. Shipherd, Boston, 1859.



OBERLIN COLLEGE—WARNER HALL.

Of the 20,000 pupils of Oberlin about 1,000 have been colored, and of 2,000 graduates there have been 60 colored.

The new men who came to Oberlin in 1835, upon the adoption of the principle of the coeducation of the races, were already known throughout the country and their names immediately gave to Oberlin the reputation of standing for a distinct and novel idea.

The most prominent of these was Rev. Charles G. Finney, who, by his evangelistic work and by his pastorate at the Brooklyn Tabernacle, had shown himself to be a pioneer in what was at that time known as the new school theology. The original founders of Oberlin were themselves earnest disciples of this new religious movement, but it required the reputation of one who had already made these principles an aggressive force, in order to bring the colony and the college prominently before the religious and educational world. The central idea of this new movement was personal responsibility and immediate duty. The fact that the Oberlin colony had betaken itself to the woods and secluded itself from the world, was not owing to an aversion to active Christian propagandism and a desire of purely personal exaltation. Indeed, the object of the colonists was the reverse of this. They intended to spread their ideas abroad, and in calling Mr. Finney to the chair of theology the trustees made provision that he should have liberty to be absent 4 or 5 months each year, in order to continue his evangelistic work.

Mr. Finney was a man of intense energy and missionary zeal. More than anyone else has he given character to the life of Oberlin. He had not enjoyed a collegiate education and never made any pretension to scholastic attainments. He had, originally, however, been a student and practitioner of law and had acquired the power of rigid and systematic thinking. His mind was strikingly independent and original, and in the field of systematic theology as well as in that of religious revival his influence has been marked both in the United States and in England. His sermons and writings were published at different times, and an English edition of his Systematic Theology appeared in 1851. His autobiography was published after his death, which occurred in 1875. He had been elected president of the college in 1851 and resigned the position in 1865, though continuing his instruction in pastoral theology.

The first president of Oberlin College was Rev. Asa Mahan. He was a graduate of Hamilton College and of Andover Theological Seminary. An aggressive and uncompromising advocate of his advanced views, he gave to Oberlin a character of boldness which, probably, disappeared to a considerable extent after the time of his resignation, in 1850. He published works on intellectual and moral philosophy, on logic, theology, and spiritualism.

The scholastic side of the additions to the Oberlin movement in 1835 is represented by Rev. John Morgan, a graduate of Williams College in 1826, who occupied the chair of literature and New Testament exegesis.

Rev. Henry Cowles and his brother, Rev. John P. Cowles, both graduates of Yale College, came to the chairs, respectively, of languages and Old Testament literature.

COEDUCATION OF THE SEXES.

Oberlin was the first college to admit young women to the enjoyment of all its facilities on the same terms with young men. The principle of coeducation, which has since been a source of contention in several American colleges, came into Oberlin as a natural and unquestioned part of the movement. It hardly received any discussion whatever. The Oberlin Collegiate Institute was modeled after the New England academy where boys and girls were educated together, and when it grew into a college, still retaining its preparatory department, coeducation was accepted as a matter of course. Besides, the colonists had moved upon the ground, bringing their families for the purpose of education, and it was natural that they should provide the same opportunities for their girls as for their boys. At first, however, the idea of *joint* education was not entertained. It was intended to have a "female department," coördinate with the preparatory, academic, collegiate, and theological departments – a kind of "woman's annex." But the idea was not realized, for the "females" were admitted into all the other departments. Yet, while ladies were permitted to take any course open to gentlemen, there was also provided a "ladies' course," which required only one year's preparation, while the "classical course" required three years. This course was transformed in 1875 into the "literary course," and opened to gentlemen; but up to the present time only three or four young men have been graduated from it. No degree is granted on the completion of this course. It is not regarded as strictly a college course, but as a sort of ladies' seminary carried alongside of the college proper. Large numbers of the young ladies, however, pursue the regular collegiate course with the young men.

The government of the young ladies in their relations to the college and to the young men is looked to with considerable care. There is a principal of the ladies' department, assisted by a "ladies' board of managers," composed principally of the wives of the professors. This board has equal authority with the college faculty and has the exclusive government of the young ladies. No appeal is taken from its decisions to the faculty. No young woman appears before the general faculty in any matter of discipline, nor is any such case of discipline ever announced before the students as a body. The regulations for young ladies give them less freedom than is allowed to the young men, but in this the college follows the custom of the world at large.[1] The propor-

[1] An excellent description of the practice of coeducation at Oberlin, as compared with that in other mixed schools, is found in the article "Coeducation at Oberlin," by President James H. Fairchild, in the Bibliotheca Sacra, July, 1889.



OBERLIN COLLEGE—TALCOTT HALL.



tion of young women to young men in the entire institution has slowly increased during the history of the college. At the close of the first decade it was 37 per cent. of the whole; at the end of the second, 43 per cent.; of the third, 51 per cent.; of the fourth, 47 per cent.; of the fifth, 53 per cent. At present it is 55 per cent. The proportions, however, in the different courses are quite various. In the classical course the proportion is 30 per cent.; in the philosophical course, 53 per cent.; in the literary course, 98 per cent.

As Oberlin is the pioneer in the practice of coeducation and has given the principle a trial of 56 years, it may be interesting to note some of the results and lessons of this experience. Following is a summary of an address by President Fairchild upon the subject: First, economy of means and forces, a very evident advantage. Second, convenience to the patrons of the school, since very many cases are observed where brothers and sisters are attending college together to the advantage of both. Third, wholesome incitements to study. Oberlin has never permitted a system of honors and prizes, which it is thought are injurious in the spirit of rivalry which they foster, besides appealing to only a few in a class. Says President Fairchild:

> The social influence arising from the constitution of our classes operates continuously and almost equally upon all. Each desires for himself the best standing that he is capable of, and there is never a lack of motive to exertion. * * * The stimulus is the same in kind as will operate in after life. The young man going out into the world does not leave behind him the forces that have helped him on. They are the ordinary forces of society.

Fourth, social culture, which here influences powerfully the manners, feelings, and thoughts of both sexes during that period when character is being specially molded. Fifth, absence of rowdyism, hazing, and other disorders. In this respect Oberlin can rightfully claim an immunity granted to no other college in the land where as large a number of students are yearly enrolled. With this advantage there is easy enforcement of the regulations against the use of tobacco and intoxicants. Sixth, another manifest advantage is in the relation of the school to the community, a cordial feeling of good will, and the absence of that antagonism between town and college which is often met with. The absence of disorder in the school is the prime condition of this good feeling, but beyond this the constitution of the school is so similar to that of the community that any conflict is unnatural; the usual occasion seems to be wanting.

As to apprehensions which are felt against joint education of the sexes, it has been observed that where there has been the same preparatory training the strong and weak scholars are equally distributed between the sexes, and that the health of the young ladies is equal to that of the young men. It is not found that young men become frivolous or effeminate, nor the young women coarse or masculine, but rather that young men gain in the higher qualities of magnanimity, generosity,

true chivalry, earnestness, and that young women are not bewildered with vain ambitions, nor perverted from a true womanly career. Daily association in class rooms and homes tends to save the young of both sexes from the glowing exaggerations of poets and novelists and from false conceptions of human nature. That there have been anxieties connected with the experiment of coeducation is not denied, but it is thought that any evils that may have occurred are less natural and frequent in this than in other systems, and the advantages gained are so important as to establish the system more and more firmly.

FINANCIAL HISTORY.

Oberlin was founded by two missionaries, neither of whom was the possessor of property. They, however, were deeply impressed with the need of the enterprise; and their amusingly low estimate of the funds required—only $2,000—gave them encouragement. They secured from Messrs. Street & Hughes, of New Haven, Conn., 500 acres of land for the purposes of the institute, with the addition of 5,000 acres at $1.50 an acre and the privilege of selling it at an advance. As a manual-labor department was to be a part of the enterprise, the founders secured a sawmill and a gristmill, where employment was given to students. This department resulted in a financial loss, and after a few years the mills were sold to private parties. In 1835, on the accession of President Finney and the Lane Seminary students, a "Professorship Association" was organized by Arthur and Louis Tappan, of New York, and others, pledging the interest of $80,000 yearly. But a great fire in New York in 1835 and the panic of 1837 swept away all the fortunes of the donors, and only $6,000 of their subscriptions was ever collected. These were dark times indeed. The professors, although their salaries were only $600 per year, were unable to secure even that small sum, and both professors and colonists were hard pressed for even the necessaries of life. In 1839–'40 the college was $30,000 in debt.

The intense odium of its antislavery position made the collection of funds in this country impossible, and two of the trustees were dispatched to England, where they secured among the antislavery people of that country enough money to pay off the indebtedness and avoid bankruptcy. However, the poverty of the enterprise was unrelieved until, in 1850, a movement to secure an endowment of $100,000 by the sale of scholarships was successful. The scholarships were of three varieties, securing free tuition for one student at a time for 6 years, 18 years, and perpetually, and costing severally $25, $50, and $100. As a result the number of students was doubled in a single year, advancing from 570 to 1,020 and in the next year to 1,305; but as the scholarships were transferable they absorbed all the fees for tuition. However, on the annual income of $6,700 derived from the investment of the endowment fund, the college by careful economy was able to provide instruction and meet expenses until the time of the war, when



OBERLIN COLLEGE—BALDWIN COTTAGE.

the enormous rise in values more than doubled the expenses and made the $600 salaries of the professors insufficient to procure the necessaries of life. At this crisis renewed efforts were made to increase the endowment, which by the help of the changing public opinion on the slavery question were successful. The terminable scholarships, too, began to disappear. By the year 1880 there were no scholarships remaining except four hundred perpetuals, which have at the present time been mostly worked off either by surrender as free gifts to the college or by commutation. While this scholarship speculation was exceedingly venturesome as a financial undertaking, it has in the long run been a benefit to the college in raising up large numbers of friends, and the hard times through which the college passed in the early days, together with the responsibility of so large a number of young people, served to consecrate the teachers and colonists and to unite them in earnest coöperation.

In the year 1883 Oberlin celebrated the semicentennial anniversary of its foundation. At that time great interest was aroused in the history of the institution and in its prospects for the future. Good results immediately showed themselves. In the eight years that have followed that occasion the endowment and value of its property have increased to nearly three times the amount reached during the entire fifty years preceding. On January 1, 1883, the net cash resources of the college were $272,805.67; on January 1, 1891, they were $548,810.18. On this endowment fund, invested principally in western mortgage securities, a net income of $21,871.66 was secured in the year 1888; the average rate actually received on endowment during the last five years has been very nearly 7 per cent. Income from tuitions is about the same as that from the endowment fund, being in 1888 $21,372.67. The low fee required for tuition—only $40 per year—makes the income from this source very meager, considering the large number of students in attendance. "It is quite probable that every increase in numbers costs the college more than it brings."[1] These figures include income not only for the college proper, but for the theological and preparatory departments, no separate accounts being kept. The conservatory of music, however, is on a different basis. It has no endowment, and it is expected that its receipts will meet its running expenses. The salaries at present paid to professors are as follows: President, $3,000; theological professors and the four college professors longest in service, $1,800; other college professors, $1,600. The elective system has nearly doubled the cost of instruction in the college department during the last ten years. The department of modern languages, which three years ago required only $1,600 for its maintenance, now requires $5,000.

The college has not accumulated much in the way of beneficiary funds. The aggregate of endowments for scholarships is now about $36,000. No

[1] President's report, 1888.

prizes have ever been offered to students. The authorities have generally considered such incentives as stimulating an unwholesome spirit of rivalry, appealing to but few. They have relied upon "the natural love of a fair standing with teachers and associates as the supplement to the higher motives of exertion."

The principal landmarks in the material progress of the college since the year of its semicentennial are to be seen in the erection of new buildings. In that time five structures have been erected for different purposes, all of them constructed of stone. Warner Hall, dedicated December 20, 1884, is devoted to the conservatory of music. It is four stories in height and commodious in its arrangements. Its cost up to the present time has been $80,000, but it is built with the expectation that additions shall be made from time to time. Peters Hall, erected at a cost of $75,000, contains thirteen recitation rooms, besides waiting rooms, professors' studies, rooms for physical laboratories, for the college societies, a large audience room, astronomer's room, besides many other rooms for different purposes. This building is devoted solely to the uses of the college department. It is so complete and ample in all its provisions that nothing more could be desired. Spear library, costting $30,000, contains shelf room for 175,000 volumes. The number of volumes now in the building is somewhat more than 36,000. They are classified according to the Dewey card-catalogue system. Two buildings, Talcott Hall, costing $45,000, and Baldwin Cottage, costing $30,000, afford board for about ninety young women and table board for an equal number of young men; also, public reception rooms and the office of the principal of the ladies' department. The college furnishes dormitories for only a small proportion of its students; the large majority are accommodated in private families of the village. Sturges Hall is a brick structure erected in 1883 and providing rooms for the ladies' literary societies and an assembly room for general gatherings of the ladies' department. Council Hall, also of brick, was completed in 1874 at a cost of $70,000. It is devoted to the theological department, providing rooms for sixty students, a chapel, lecture room and reading rooms. The value of all the buildings of the institution is estimated at $375,000. The value of all the buildings in use in 1883 was $163,000.

An interesting feature in the financial history of Oberlin is the very large number of small donations that have been given to the enterprise. These donations, in the entire history of the institution, classified according to amounts, are as follows:

Amounts in gifts—	
$100 to $500	$235,000
$500 to $1,000	114,000
$1,000 to $5,000	111,000
$5,000 and more	740,000
Total cash donations	1,200,000



OBERLIN COLLEGE—STURGES HALL.

This includes bequests, but does not include unpaid pledges or lands and other property donated, but not converted into cash. Only in the last eight years has any donation exceeded the amount of $25,000. This is in harmony with the missionary spirit and the self-sacrifice of the many who have had the Oberlin enterprise at heart and who have often denied themselves little comforts that they might contribute from their small earnings to this work of their Lord. The success of Oberlin has been due to the zeal and devotion of the great numbers of sacrificing missionaries and teachers who have gone from her shelter into the dark and poor places of the earth.

The enrollment of students in attendance has been such that since the year 1850 Oberlin has held the front rank among Ohio colleges in point of numbers in attendance. Owing to the effect of the endowment policy of 1850 the number of students was doubled, advancing in a single year from 570 to 1,020, and the next year to 1,305. With exceptions during the years of the war and occasionally since that period, there has been an advance in the enrollment, until in 1889–'90 the total number of students in attendance was 1,713, the largest in the history of the institution. They were distributed as follows: Department of theology, 101; department of philosophy and the arts, 589; department of preparatory instruction, 622; conservatory of music and school of art, 401.

COURSES OF STUDY.

The classical course, leading to the degree of A. B., has been essentially that of other American colleges. In the early days it was sought to make biblical study an important part of the course. Thus, the collegiate Latin included Buchanan's Psalms in the place of Horace, the Greek included Acts of the Apostles, Epistles, and Revelations, while to the Hebrew Bible was given one recitation a day through one-third of the junior and the whole of the senior year. But the lack of harmony with other colleges consequent on these arrangements soon led to the committing of Hebrew wholly to the theological department and the discontinuing of New Testament Greek. In recent years under the development of the elective system, Hebrew has been again introduced, this time as an elective to juniors and seniors. The study of the Bible has always been required in all the classes, one hour per week being given to it, besides the usual study of Christian evidences. The classical course has always been on an equality in the matter of requirements with the New England colleges. In 1839, on account of persistent misrepresentations, a comparative view was published of the Oberlin and Yale courses of study. In science and literature and philosophy the two courses were almost identical. In languages the Yale course gave considerably more Latin and the Oberlin course an excess of Greek and Hebrew which more than balanced the deficiency.

There was also a shorter course which omitted Latin and included

Greek of the New Testament and Hebrew. Students in this course could begin with English grammar and in three years prepare for the study of theology, but the course gradually disappeared and in its place a general permission was given to theological students to enter any collegiate class without extra charge.

In the women's department a course of study was provided, based upon a common-school education of that day and extending through four years.

> This course was for the time thorough in mathematics, natural science, English literature, history, and philosophy, but afforded no language, ancient or modern, except the "Greek of the New Testament." * * * There were several studies not found in the college course which required separate classes, but the tendency was as a matter of economy and of general wisdom to diminish the number of separate classes and bring the two courses into harmony. The "ladies' course" stood thus side by side with the college course for many years. * * * Greek was made optional in 1839, but was frequently studied by young women, and Latin and Hebrew as well. Latin was introduced as a required study in 1849, and French in 1852.[1]

In 1875 the ladies' course became the literary course and was opened to young men, but no degree has ever been granted on its completion. The preparation required for the literary course was one year, while that for the classical course was three years. It is expected that the literary course will be discontinued within two years.

A scientific course was offered to young men in 1850. It substituted natural sciences for Greek or Latin, at the option of the student. This course was discontinued in 1858, but revived in 1864. It extended only through three years, and was without any degree. In 1871 the course was lengthened to four years, and its graduates were given the degree of B. S. Under this form the course was almost equivalent to that of the ladies' course, except that more advanced work in mathematics was done, and some studies more useful to young men were substituted for those appropriate to women. In 1875 the classical and scientific courses were consolidated in the department of philosophy and the arts, under the title of classical and scientific course, coördinate with the literary course and leading to the degree of B. A.; young men were admitted to the literary course, formerly the ladies' course, and the degree of B. S. has not been granted since that time. In this same year the first mention is made of elective studies, and the following announcement appeared in the catalogue:

> *Elective studies.*—During the sophomore and junior and the first term of the senior years four studies are assigned to each term. Each student is required to elect three of these.

In 1886 occurred the last revision of the curriculum. A philosophical course was offered, leading to the degree of PH. B., substituting French and German for Greek in the required studies and requiring one year less of preparation than the classical course. The electives in

[1] Oberlin, The Colony and the College, pp. 171, 172.

all the courses were greatly increased. A comparative view of the work at present offered in the different courses is given in the following table:

*Distribution of required and elective studies, reckoned in hours.**

	Classical.		Philosophical.		Scientific.	
	Required.	Elective.	Required.	Elective.	Required.	Elective.
Mathematics	147	637	147	637	147	637
Physics and astronomy	54	279	54	279		333
Chemistry and mineralogy	54	172	54	172	169	115
Natural history	46	183	46	183	247	266
Hebrew		183		183		
Greek	147	549				92
Latin	147	549	147	549		
French		549	75	549	75	549
German	75	549	147	549	147	549
Rhetoric, composition, and vocal expression	190	57	190	57	144	103
English language and literature	46	194	46	194	46	126
Philosophy	146	183	146	183	146	183
Bible and Christian religion	144	57	144	57	144	57
Political science		240		240		126
History	46	126	46	126		172
Art and the theory of music		206		206		
Total	1,242	4,713	1,242	4,164	1,265	3,308

* The hours given to laboratory work are not included in this table, and in the required studies French may be everywhere substituted for German.

For graduation from any course, the student must have taken all the required work of that course and enough of the elective work to make a total of at least 2,550 hours.

PREPARATORY DEPARTMENT.

The establishment and maintenance of a large preparatory department or academic school at Oberlin, have been essential to its work. Such schools have existed in connection with all western colleges. In the absence of academies adequate to the work and from the fact that the high schools of earlier days rarely undertook it, the college has been compelled to prepare its own students. The work at Oberlin began in this way, and has continued until the present time. Besides being a preparatory school, this department provides for a large number of students who do not contemplate a full course, but desire preparation for business or teaching. One incidental result of gathering these persons in the school is that large numbers of them fall under the attractions of study and within a year take up the preparation for a college course. A large number of those who enter the course here are drawn from this class of students.

To Oberlin this large preparatory school has probably been more essential than to any other college. By no other arrangement could large numbers of students have been gathered; and the large numbers were necessary to furnish an inviting field of labor to Mr. Finney and others who came at the same time.[1]

[1] Oberlin, The Colony and the College, pp. 251, 252.

A principal is placed in charge of the preparatory department with a corps of permanent teachers. In 1885, with the revision of the college curriculum, the course of study in the preparatory was also revised. A four years' course is laid out as preparatory to all the courses, giving four years to Latin, two years to Greek, and carrying mathematics through solid geometry. Candidates for the philosophical, scientific, and literary courses substitute French for Greek in the third and fourth years.

During the year 1889–90 an effort was made by the Oberlin faculty to bring about "more satisfactory relations between the high schools and the colleges of the State." Professor King visited many of the high schools and conferred with them upon a plan for rendering more easy the passage from the high school to the college. "The movement does not contemplate any special advantage for Oberlin College, but a general improvement in the relations of the colleges and high schools of the State." The views and experiences with regard to this plan were presented in a paper at a recent meeting of the association of Ohio colleges, and, as being of special importance in the present condition of the educational systems of Ohio, it is printed in the appendix to this monograph.

One prominent aim of the founders and their successors has been to put the expenses of the student as low as possible. At first by means of the manual-labor department this was largely realized, and most of the students were self-supporting. In the early catalogues the following estimate of expenses was given:

Expenses in the Collegiate and Theological Departments.

Board 40 weeks, at $1 per week	$40.00
Room rent from $4 to $6	6.00
Incidental expenses charged	2.00
Tuition (free)	0.00
Lights, about	2.00
Total	50.00

Wood costs only the labor of getting it.

At present the expenses of students average a little less than $250 a year, and about one-fourth of the young men make their own way.

THEOLOGICAL DEPARTMENT.

The theological department is organically a part of the Oberlin enterprise. According to the first annual report the "institute proposes as its primary object the thorough education of ministers and pious school teachers." The theological department was looked upon simply as the culmination of its course of study. The report above referred to also stated that "the theological department will probably be opened in time for the senior class of the institute, some 4 years hence, it being the design of the trustees to fill the several professorships of this ex-



OBERLIN COLLEGE—GREEK SEMINARY.

tended system as fast as the advance of classes now in the institute shall require." But, sooner than was expected, the accession from Lane Seminary brought to Oberlin a full-fledged theological seminary, professors and students, and since that time the seminary has been the dominant force; the history of the Oberlin Theological Seminary is the clew to the history of the college. Students in the preparatory and collegiate departments looked forward to the seminary as the culmination of their studies. Of the 839 gentlemen graduated from the classical course during the first 50 years of Oberlin's history, 310, or 37 per cent., became ministers. The ecclesiastical history of the college has been peculiar. It has never been denominational or sectarian according to the usual policy of religious institutions, namely, to extend the power of the controlling denomination. The original colonists were members of the Congregational body, but the Oberlin church at first sought fellowship with the Presbyterians of the Western Reserve under the so-called "plan of union." This connection, however, was dissolved in 1836, when a Congregational association for the Western Reserve was organized. The college is not organically denominational. It has no connection with any ecclesiastical organization. The trustees invite the State Congregational Associations of Ohio and Michigan to send visitors annually to the theological seminary. The board of trustees is a self-perpetuating body, and there is nothing in the charter, nor even in the by-laws, limiting the choice of the trustees in any respect whatever. The nine corporators named in the charter as granted by the legislature were pastors and members of the churches under the plan of union, a considerable portion of them decidedly Presbyterian in their leanings. Of their successors the majority have been Congregationalists; but there have always been members of the board who were connected with other denominations. There is no regulation requiring that professors and instructors shall have any church connections whatever.

There is no creed to which theological professors even are required to assent in their inauguration. All these things regulate themselves under the organic forces that have controlled the movement, and no embarrassment, no question, even, has ever arisen upon the subject.[1] The college is Congregational, not because of the definite purpose of the founders or of any of the earlier framers of its polity, but because the seed that was planted thus grew. For the first two years it seemed an even question under what influences it would at length develop. If the surrounding Presbyterianism had been able to welcome the new enterprise, Oberlin might have been Presbyterian.

CONSERVATORY OF MUSIC.

The department of music seemed to spring up naturally from the circumstances of the college. The principle of coeducation and the

[1] Oberlin, the Colony and the College, pp. 107, 108.

higher spirit of Christian culture bring together large numbers who furnish proper soil for the cultivation of this art. In 1835 a "professor of sacred music" was elected and free instruction was given to classes in singing. Not, however, until 1865 was the "Oberlin Conservatory of Music" organized and the attempt made to give special scientific training in this art. The conservatory in its organization was, until 1884, independent of the college, but was operated in harmony with it. Since the erection of Warner Hall it has been adopted as an integral part of the university work of the college. Its prosperity has been marked. The attendance in 1883 was 461 pupils, of whom 310 took music only.

The following, from President Fairchild's history, indicates the position of the musical department in the history of Oberlin:

> The school of music has already shown its value as an educating force, operating upon the whole body of students. It elevates their ideals and furnishes an atmosphere of culture, of which they partake almost unconsciously. Our music is also a spiritual power which we could not spare. In the churches and in the college chapel at daily prayers it lifts and inspires many souls. The service of prayers in chapel can never become wearisome or monotonous while so many hundred voices, under a skillful director, unite in the hymn of thanksgiving or of supplication. There are few among teachers or pupils who feel that they can afford to miss the opportunity. It is a constant benediction in our college life.

It will be seen from this brief review that Oberlin has been a pioneer in more than one of the great social and educational movements of the past half century. Starting out with a religious and humanitarian enthusiasm far in advance of current educational traditions, she soon acquired the fame of obnoxious radicalism; and to this day, in many places, her popular reputation of ante-war days continues to be the prevailing one, and she is called erratic. But it is overlooked that in those days she stood for an idea, and a hated idea, too. With the "genteel" and "cultured" world of society and religion bitterly against her, with opposition on every side, her students and graduates exposed to scorn in the North and persecution in the South, it is not surprising that her representatives became extreme and uncompromising in their dealings with the world. It is her glory that she stood boldy for the right even in her darkest hours, when property and friends failed her. But with the ultimate triumph of her idea a new phase has come over her work. She is now more like the world at large, or, perhaps, the world is more like her. The "Oberlin idea" of to-day is not confined to a single exciting reform movement, but is rather a spirit of progress in all things. With new opportunities and endowments she has turned to the development of her collegiate side by extending her electives and making her requirements more stringent. Formerly she sought to propagate certain specific moral and political views, but now her energies are devoted to a scientific and Christian scholarship. Many of the members of her faculty come from other colleges and universities, and there is diversity in their attitude on public questions. She has passed from the old propagand-



OBERLIN COLLEGE—TAPPAN WALK.

ist spirit into the modern university spirit, at the same time retaining a marked religious and moral earnestness. But she can be pardoned a feeling of satisfaction as she looks back over her early period of zeal. Her position at first seemed radical, but her "fanaticism," "heresy," and "abolitionism" have now been justified. The educational world, indeed, has not yet universally adopted her principle of coeducation of the sexes, though some of the leading institutions have done so; but she has led the way in compelling recognition of the principle that women ought to have opportunities for education at least equal with those of men, and this has opened the way for colleges like Vassar, Wellesley, and Bryn Mawr. Of late years the numbers of colored students who attended her classes has decreased, but Oberlin has seen with satisfaction that the cause of this is the opening of other institutions to those people whom she welcomed when they were spurned. She has furnished an army of teachers who since the war have labored in the South for the freedmen. Her missionaries are scattered over the world, and thousands of places in the great Mississippi Valley have felt her religious and educational influence. This was the hope and purpose of her founders.

FACULTY AND STUDENTS.

Since the organization of the college the following persons have occupied different chairs:

PRESIDENTS.

Elected.		Resigned.
1835	Rev. Asa Mahan	1850
1851	Rev. Charles G. Finney	1866
1866	Rev. James H. Fairchild	1889
1891	Rev. William G. Ballentine	

DEPARTMENT OF THEOLOGY.

PROFESSORS.

THEOLOGY.

1835	Rev. Charles G. Finney	(died) 1875
1835	Rev. Asa Mahan, associate	1850
1858	Rev. James H. Fairchild	

NEW TESTAMENT LITERATURE.

1835	Rev. John Morgan	1881
1881	Rev. G. Frederick Wright	1891

OLD TESTAMENT LITERATURE.

1836	Rev. John P. Cowles	1839
1840	Rev. Henry Cowles	1848
1848	Rev. John Morgan	1872
1872	Rev. Elijah P. Barrows	1880
1878	Rev. William G. Ballentine, Hebrew and Greek of the New Testament	1880
1880	Rev. William G. Ballentine	1891
1891	James A. Craig, Ph. D	

ECCLESIASTICAL HISTORY.

Elected.		Resigned.
1838	Rev. Henry Cowles	1840
1867	Rev. Stephen C. Leonard, instructor	1870
1870	Rev. Judson Smith	1885
1885	Rev. Frank H. Foster	

SACRED RHETORIC.

1852	Rev. Henry E. Peck	1865
1870	Rev. Hiram Meade	(died) 1881
1881	Rev. Albert H. Currier	

DEPARTMENT OF PHILOSOPHY AND THE ARTS.

PROFESSORS.

GREEK AND LATIN LANGUAGES.

1834	Rev. Seth H. Waldo	1835
1835	Rev. Henry Cowles	1838
1838	Timothy B. Hudson	1841
1842	Rev. James H. Fairchild	1847
1847	Rev. Timothy B. Hudson	(died) 1858
1855	Charles H. Penfield, associate	1858

GREEK LANGUAGE AND LITERATURE.

1858	Rev. John M. Ellis	1866
1866	Charles H. Penfield	1870
1870	Rev. William H. Ryder	1877
1877	William G. Frost, instructor	1879
1879	Rev. William G. Frost	

LATIN LANGUAGE AND LITERATURE.

1858	Charles H. Penfield	1866
1866	Rev. Judson Smith	1870
1866	Giles W. Shurtleff, associate	1870
1870	Giles W. Shurtleff	1887
1888	Rev. Lyman B. Hall	
1888	Charles B. Martin, assistant professor of Greek and Latin	

INTELLECTUAL AND MORAL PHILOSOPHY.

1835	Rev. Asa Mahan	1850
1842	Rev. William Cochran, associate	1846
1851	Rev. Charles G. Finney	1858
1852	Rev. Henry E. Peck, associate	1865
1858	Rev. James H. Fairchild, moral philosophy	1888
1866	Rev. John M. Ellis, intellectual philosophy	
1890	Rev. Henry C. King	

MATHEMATICS AND NATURAL PHILOSOPHY.

1836	James M. Buchanan	1836
1838	Rev. George Whipple	1847
1847	Rev. James H. Fairchild	1858
1858	Rev. Charles H. Churchill	
1885	Rev. Henry C. King	1890
1888	Rev. Elmer H. Stanley, instructor	(died) 1891
1890	Frederick Andregg, associate professor	

RHETORIC AND BELLES-LETTRES.

Elected.		Resigned.
1838	Rev. James A. Thome	1848
1848	Rev. James Monroe	1865
1866	Rev. John M. Ellis, rhetoric	1886
1871	James R. Severance, instructor in elocution	1877
1881	Mrs. E. S. Mead, instructor in English composition	1884
1881	Rev. William B. Chamberlain, instructor in elocution	
1889	William I. Thomas, Ph. D., professor of English language and literature	

CHEMISTRY, BOTANY, AND PHYSIOLOGY.

1834	James Dascomb	(died) 1880

CHEMISTRY, MINERALOGY, AND PHYSIOLOGY.

1878	William K. Kedzie	(died) 1880
1880	Frank F. Jewett, acting professor	1882
1882	Frank F. Jewett	

NATURAL HISTORY.

1847	George N. Allen	1871
1871	Rev. John B. Perry	(died) 1872
1874	Albert A. Wright, geology and natural history	
1878	Albert A. Wright, botany	
1891	W. Whitney, instructor in botany	

SACRED MUSIC.

1835	Rev. Elihu P. Ingersoll	1836
1841	George N. Allen	1864

MUSIC.

1867	George W. Steele	1871
1871	Fenelon B. Rice	

LAW.

1838	Edward Wade	1842

HISTORY.

1870	Judson Smith, lecturer	
1878	Mrs. A. A. F. Johnston, instructor	1890
1890	Mrs. A. A. F. Johnston, professor of medieval history	

POLITICAL ECONOMY.

1842	Amasa Walker	1850
1878	Rev. Samuel H. Lee	1881

POLITICAL SCIENCE AND MODERN HISTORY.

1885	James Monroe, A. M.	
1891	John R. Commons, A. M., associate professor	

MODERN LANGUAGES.

1873	James K. Newton, instructor	1875
1875	James K. Newton	1887
1888	Charles Harris, PH. D., German	
1888	Harry H. Powers, French	

PRINCIPALS OF THE LADIES' DEPARTMENT.

Elected.		Resigned.
1835	Mrs. Marianne P. Dascomb	1836
1836	Mrs. Alice W. Cowles	1840
1842	Miss Mary Ann Adams	1849
1849	Mrs. Emily P. Burke	1850
1850	Mrs. Mary C. Hopkins	1852
1852	Mrs. Marianne P. Dascomb	1870
1870	Mrs. Adelia A. F. Johnston	

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V.—OHIO WESLEYAN UNIVERSITY.

(DELAWARE, DELAWARE COUNTY.)

The history of this prosperous university began with the year 1841, and in a somewhat unusual way. In 1833 a summer hotel had been built in the village of Delaware, near a natural spring, which had attained local fame in Ohio as the "White Sulphur Springs." Those who erected the hotel, in a handsome inclosure embracing the springs, hoped to establish there a successful watering place, after the model of those in various parts of the East. By 1841 it had become sufficiently evident that the project was doomed to failure, and the hotel, known as the Mansion House, was closed. Thereupon the citizens of Delaware, at the suggestion of Rev. Adam Poe, the pastor of the Methodist Episcopal Church in the village, formed a project of purchasing the property and tendering it to the conference of the Methodist Episcopal Church as a site for a college. The proposal was made to the Ohio conference and the North Ohio conference of the church, in August, 1841, and met with the hearty approval of both conferences. Definite terms were soon arranged whereby a college was to be organized and to receive as a gift the Mansion House and 10 acres of land surrounding it. This property cost the donors $10,000, which was hardly more than one-third its value eight years before.

Anticipating a little, it may be stated here that by subsequent purchases at various times the campus has been extended until it now comprises 25 acres in one block, and 10 acres some distance removed, the latter being the site of Monnett Hall, the ladies' boarding hall, in connection with the university.

After the resolution to establish a college had been reached, immediate steps were taken to carry out the plan. A special charter was obtained from the General Assembly in 1842. The 21 trustees in whom the corporate powers of the university were vested were named in the act of incorporation, and were to hold office for life. Vacancies arising from any cause were to be filled by the two conferences of the Methodist Episcopal Church in Ohio, each appointing alternately. This charter has been five times modified, the principal changes being in the number of trustees, their tenure of office, and the method of appointment. The board now consists of 30 appointed trustees, and the president of the university a member *ex officio*. The 30 consist of 6 groups or classes of 5 each, and the numbers of these groups are chosen respectively by

the Ohio, North Ohio, Cincinnati, Central Ohio, and West Virginia Conferences of the church, and by the alumni association of the university. The tenure of office is 5 years, so that each of the 6 electing bodies chooses one trustee each year.

The last catalogue of the university shows that one-third of the board are clergymen. This is probably a smaller proportion than has generally been found among the trustees.

In October, 1842, the board elected Rev. Edward Thomson, D. D., to the presidency of the university. As the institution was not yet organized for work, this appointment was for a time merely nominal. In November, 1844, the institution was opened for students.[1] A faculty consisting, in addition to the president, of a professor of ancient languages, a professor of mathematics, a principal and an assistant in the preparatory school, had been elected a few weeks before. Twenty-nine students presented themselves on the opening day. Dr. W. G. Williams, who was a member of this first faculty and has continued as a useful and honored member until the present time, says: "From this small number the faculty were able to organize all the college classes below senior, though the representation in the upper classes was very small." During the first year 110 names were enrolled, of which 18 only were in regular collegiate classes. Of the instructional force in these opening days of the institution the following passage from Dr. W. G. Williams's excellent sketch of the university conveys a good account:

> The number of teachers was from the first too small for the work imposed on them, and the increase in the number of students and the multiplication of classes necessarily brought increase in the faculty. In the academic course of study, a few generations ago, attention was devoted entirely to the languages and mathematics. These with their subdivisions constituting the trivium and quadrivium of the old universities, embraced about all the matters of human knowledge that could then be made subsidiary to the end of school discipline. But, in our own century, the marvelous development of the physical sciences has opened a wide and profitable field of study, both for knowledge and discipline; and the modern colleges have recognized the rightful place of these subjects as a part of the academic curriculum. The first appointments to the faculty were to the two first-named fields, languages, and mathematics; but at the opening of the second year the claims of the other large class of sciences were recognized by the establishment of a chair of natural science. Before the end of the year Dr. Thomson assumed his place as president and professor of philosophy. It was a meager scheme for a university faculty, but it was sufficient to give instruction in each of the great departments of study; and no class has been graduated from the university without at least some instruction in all the subjects which go to make a complete and symmetric culture. The first graduating classes were, of course, small; and by the time the classes had grown to a respectable size the number of departments of instruction had also been increased, either by the subdivision of the former chairs or by the addition of new ones.
>
> The fact that none but male students were admitted is worthy of a moment's notice. At that date the coeducation of the sexes in the higher schools of learning was al-

[1] For two years previous to this date a preparatory school had been carried on in the university building, but rather as a private school than as a part of the university, the trustees having merely given the instructor the use of the building, without assuming control of the work of the school.

most unknown, and, at the organization of the university, the question of a departure from the usage of former years and of older institutions was not even mooted in the conferences or in the board of trustees. It was taken for granted by them that this college was to fall in line in this respect as in all the other usages of college organization. But this subject, which was so quietly ignored by the conferences and the board of trustees, was already making its entrance into the discussions of professional educators, and could not be so summarily disposed of by them. The advancing sentiment of the country was bringing women more and more prominently not only into social life but into public and responsible positions in the educational, religious, and secular fields of labor; and the church began to demand a higher education for its daughters as well as for its sons to fit them for these larger duties. The experiment of coeducation was in successful trial in one of the large schools of the State (Oberlin College). In view of these facts the subject became for years one of frequent and earnest debate in the faculty of the new college. President Thomson expressed very decided views against what some regarded as advanced ground on this subject, and his position, if there had been no other obstacle, prevented any public agitation or effort in the matter.

Later, as will be seen, a ladies' college was founded in Delaware, and this was finally absorbed by the university, so that women eventually obtained a foothold and standing in the college by a process of adoption.

ORGANIZATION OF THE EDUCATIONAL WORK.

At the outset there was but one course of study laid down for all students. This was the traditional classical, or "regular" course, in which the study of Latin and Greek occupied most of the time in the preparatory course, half of the time in the freshman and sophomore years of the collegiate course, and one-third of the time during the junior and senior years. The remainder of the course consisted of work in rhetoric, logic, philosophy, mathematics, and a limited course in several of the sciences. It was in reality the traditional course based upon the ancient languages, that had existed for years and generations in the history of colleges. At its conclusion the degree of bachelor of arts was awarded. This course remained substantially unchanged until 1868, as the only course for which a degree was conferred.

In 1868, a change, or an enlargement of the scope of instruction, was brought about at the university. The nature of this change is best indicated by the words of Dr. Williams in his historical sketch already cited:

New ideas [he says] have effected some changes in the old policy of the colleges. The literary world will be slow to admit that the best culture can be attained without an acquaintance with the classics. The classic tongues of Greece and Rome must ever continue the basis of all liberal learning; yet in the presence of other important though not more "practical" studies, the classics have ceased to be the sole condition of college honors. In most institutions of the country while the classics still maintain their foremost place for the "regular" course of study, a parallel course of equal or nearly equal extent has been established, with a preponderate amount of mathematical and especially of scientific work. In 1868 such a course was first established in this

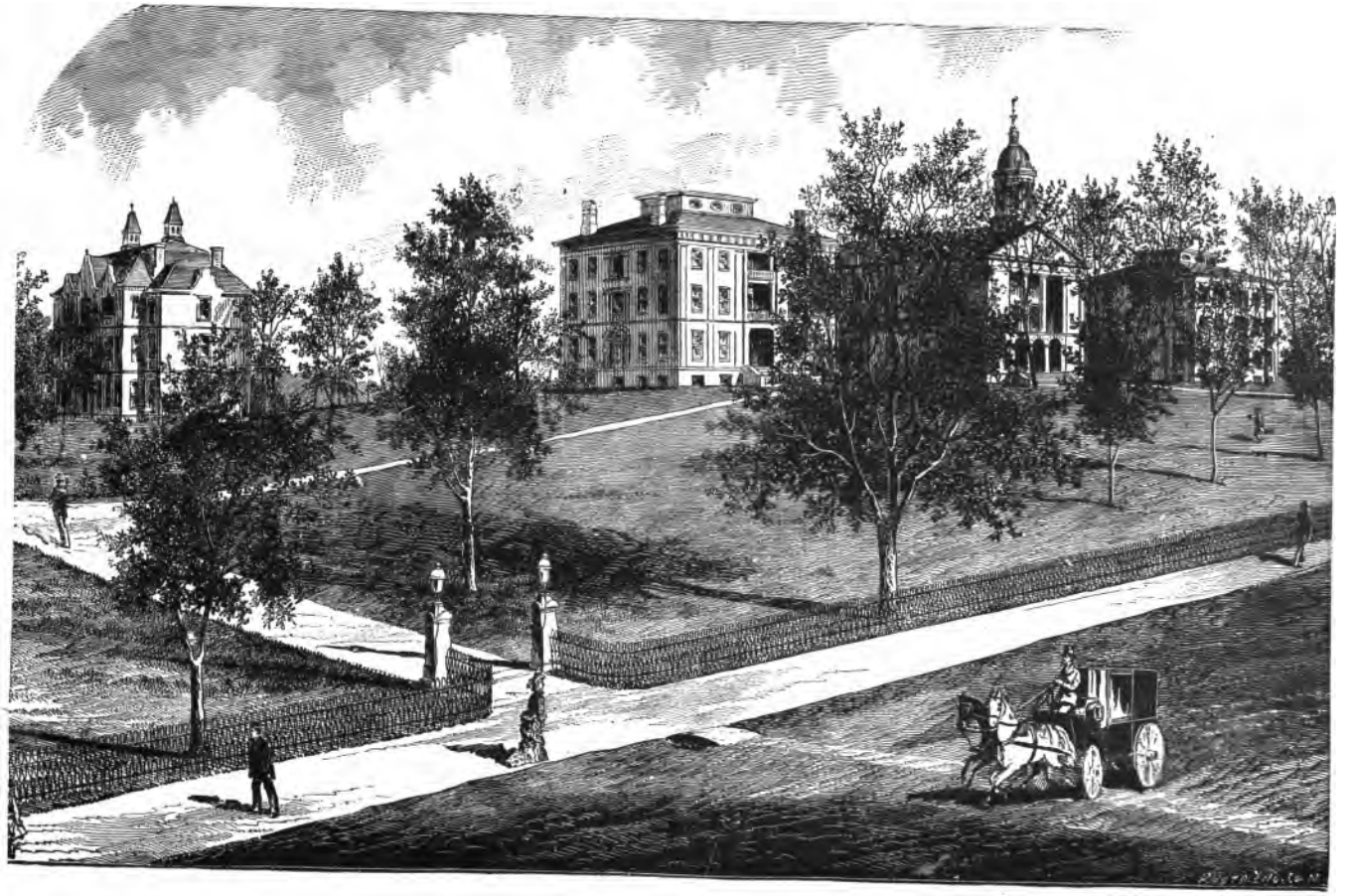
university. It threw out the Greek language entirely, but required 3 years of Latin and the study of one modern language. In addition to this a certain amount of deviation from the studies of the regular course was allowed in favor of modern languages or additional scientific studies.

The degree of bachelor of science was established for this course. Since 1868 these courses have been slightly modified by the addition of a limited range of elective work, especially in the languages and certain of the sciences. The basis of the courses has remained unchanged. In scientific lines one laboratory has been opened for students, that for work in analytical chemistry. In other sciences the instruction is mainly given by text-book, lecture, and illustrative apparatus and experimentation by the instructor.

The Ohio Wesleyan Female College, which had been founded at Delaware in 1853, was united with Ohio Wesleyan University in 1877, and, as already stated, the problem of the admission of women to the institution was by this method brought to a solution. When the two institutions were united it was thought that few of the women would care to enter upon either of the courses already established in the university, and in consequence the course of study which had previously been maintained in the female college was modified and enlarged so as to place it more nearly on an equal basis with the other two courses. This course is known as the literary course and leads to the degree of bachelor of literature. It differs from the classical course in lacking the Greek, and from the scientific course in omitting a portion of the required work in science. In place of these, more work in English and othern modern languages and literatures was inserted. The requirements for admission were made considerably lower than for the other two courses, and the course can not be considered as the full equivalent of either of the others. At the same time the classical and scientific courses were thrown open to women.

Several special and shorter courses have been adopted and have been pursued by a large number of students who have lacked the ability or the desire to complete either of the courses leading to a degree. These, as they exist now, include a normal course, a Biblical course, a commercial course, and courses in art and music.

As in many western colleges, so here it was found necessary to establish and maintain a preparatory or grammar school for the instruction of those applicants not yet ready for admission to the freshman class. The table of attendance, given further on, shows that the large majority of the students every year have been in the preparatory department. "Coming from the rural districts, or even from the towns where the high schools do not furnish instruction in the classic languages and mathematics, this class of students must needs begin their preparatory studies after entering the institution." Here as in many western colleges the great majority of those who are enrolled in the collegiate department come from the preparatory school connected with the col-



OHIO WESLEYAN UNIVERSITY.

lege, and but few enter as freshmen who have obtained their entire preliminary training elsewhere. While the work of instruction in the preparatory department has been done in the main by instructors and assistants appointed for that purpose, it has often been necessary for the collegiate professors to devote a portion of their time to the preparatory school.

PRESIDENTS AND FACULTY.

Though Ohio Wesleyan University is 44 years old it has had but three presidents, their average tenure of office having been longer than is usual in such an office. The first incumbent of the office was Rev. Edward Thomson, D. D., LL. D., who, although a young man at the time of his election in 1844, had already won a reputation as a preacher and an educator. He entered upon the office of president in 1846 and retained the position until 1860, when he was placed by the general conference of the church in the editorial chair of the Christian Advocate, whence he was soon elected to the office of bishop. During the 14 years of his presidency the university prospered in every way. The number of students, collegiate and preparatory, increased from 29 to over 500; the financial affairs of the university were placed in a good condition; the educational and religious concerns of the college were carefully looked after.

In 1860 Rev. Frederick Merrick was elected president. He had been connected with the university since 1843, first as financial agent and, after 1845, as professor, first of natural science and later of moral philosophy. In addition to his successful administration of the executive duties from 1860 to 1873, Dr. Merrick was for many years auditor of the university, and has been active in raising funds for the university. In 1873 he retired from the presidency and was appointed lecturer on natural and revealed religion, which position he still retains.

For 3 years, from 1873 to 1876, Dr. L. D. McCabe, the senior professor, acted as president until Rev. Charles H. Payne, D. D., LL. D., who had been elected president in 1875, entered upon his duties. Dr. Payne retained the position until 1888, when he resigned to enter upon another branch of work for the church. During his presidency the endowment fund was more than doubled, the number of students largely increased, several needed buildings erected, the union of the university and the female college accomplished.[1]

There has been a remarkable permanence in the faculty. Several of the present members have been connected with the instructional force of the university almost from the start. During the entire 44 years in which the institution has been in operation there have been but 20 professors in the collegiate department in addition to the three presi-

[1] After the resignation of President Payne, Dr. L. D. McCabe served as acting president for about a year, until the election of Rev. J. W. Bashford, D. D., to the presidency

dents, each of whom performed professional duties. Of the 20 professors, 13 are now connected with the university, as follows:

FACULTY IN 1889.

Rev. Lorenzo D. McCabe, D. D., LL. D., acting president, Ripley professor of philosophy.

Rev. William G. Williams, LL. D., Wright professor of the Greek language and literature and acting Chrisman professor of Biblical literature.

Rev. William F. Whitlock, D. D., Brown professor of the Latin language and literature.

Rev. Hiram M. Perkins, M. A., Parrott professor of mathematics and astronomy.

William O. Semans, M. A., professor of chemistry and physics.

Edward T. Nelson, M. A., PH. D., alumni professor of natural history.

John H. Grove, M. A., professor of Latin and principal of the academic and normal departments.

Rev. Richard Parsons, M. A., professor of Greek and instructor in history.

Rev. Cyrus B. Austin, M. A., professor of mathematics and registrar of Monnett Hall.

Rev. William W. Davies, M. A., B. D., PH. D., professor of modern languages and Hebrew.

Rev. Frederick Merrick, M. A., lecturer on natural and revealed religion.

Ellen R. Martin, M. A., professor of belles-lettres and preceptress.

Clara Conklin, M. A., adjunct professor of the English language and literature.

In addition to the foregoing a force of fifteen instructors and assistants is required to carry on the work of the institution in all its departments.

Table showing the attendance of Ohio Wesleyan University and Ohio Wesleyan Female College from 1844–45 to 1889–90.

[From the catalogue for 1887–88.]

Year.	Collegiate.			Preparatory and other courses.			Total collegiate and preparatory.			Ohio Wesleyan Female College.*			Total gentlemen.	Total ladies.	Grand total.
	Gentlemen.	Ladies.	Total.	Gentlemen.	Ladies.	Total.	Gentlemen.	Ladies.	Total.	Collegiate.	Preparatory.	Total.			
1844–45	18		18	92		92	110		110				110		110
1845–46	27		27	135		135	162		162				162		162
1846–47	32		32	140		140	172		172				172		172
1847–48	40		40	154		154	194		194				194		194
1848–49	41		41	139		139	180		180				180		180

*Those names marked "classical" in the different catalogues of the Ohio Wesleyan Female College are given under the heading "collegiate."

Table showing the attendance of Ohio Wesleyan University and Ohio Wesleyan Female College from 1844–45 *to* 1889–90—Continued.

Year.	Collegiate.			Preparatory and other courses.			Total collegiate and preparatory.			Ohio Wesleyan Female College.*			Total gentlemen.	Total ladies.	Grand total.
	Gentlemen.	Ladies.	Total.	Gentlemen.	Ladies.	Total.	Gentlemen.	Ladies.	Total.	Collegiate.	Preparatory.	Total.			
1849–50	38		38	219		219	257		257				257		257
1850–51	46		46	460		460	506		506				506		506
1851–52	52		52	540		540	592		592				592		592
1852–53	58		58	472		472	530		530				530		530
1853–54	58		58	536		536	594		594	36	123	159	594	159	753
1854–55	106		106	405		405	511		511	27	175	202	511	202	713
1855–56	108		108	433		433	541		541	19	214	233	541	233	774
1856–57	120		120	406		406	526		526	33	170	203	526	203	729
1857–58	143		143	343		343	486		486	35	177	212	486	212	698
1858–59	147		147	396		396	543		543	47	168	215	543	215	758
1859–60	139		139	320		320	459		459	54	147	201	459	201	660
1860–61	157		157	266		266	423		423	62	160	222	423	222	645
1861–62	118		118	189		189	307		307	46	148	194	307	194	501
1862–63	94		94	185		185	279		279	50	177	227	279	227	506
1863–64	114		114	246		246	360		360	74	199	273	360	273	633
1864–65	119		119	291		291	410		410	73	236	309	410	309	719
1865–66	157		157	394		394	551		551	87	223	310	551	310	861
1866–67	254		254	243		243	497		497	87	224	311	497	311	808
1867–68	238		238	200		200	438		438	70	225	295	438	295	733
1868–69	210		210	183		183	393		393	90	168	258	393	258	651
1869–70	237		237	180		180	417		417	87	157	244	417	244	661
1870–71	241		241	174		174	415		415	64	146	210	415	210	625
1871–72	208		208	211		211	419		419	66	181	247	419	247	666
1872–73	206		206	211		211	417		417	58	174	232	417	232	649
1873–74	181		181	193		193	374		374	58	155	213	374	213	587
1874–75	163		163	203		203	366		366	82	149	231	366	231	597
1875–76	141		141	194		194	335		335	85	108	193	335	193	528
1876–77†	150		150	173		173	323		323	14	158	172	323	172	495
1877–78	160	4	164	274	2	276	434	6	440	*56	116	172	434	178	612
1878–79	173	5	178	260	23	283	433	28	461	65	89	154	433	182	615
1879–80	175	17	192	234	18	252	409	35	444	78	89	167	409	202	611
1880–81	156	21	177	263	19	282	419	40	459	96	113	209	419	249	668
1881–82	164	23	187	262	27	289	426	50	476	100	96	196	426	246	672
1882–83	180	26	206	285	27	312	465	53	518	96	169	265	465	318	783
1883–84	189	22	211	322	10	332	511	32	543	99	149	248	511	280	791
1884–85	191	26	217	280	8	288	471	34	505	92	166	258	471	292	763
1885–86	196	20	216	272	10	282	468	30	498	96	156	252	468	282	750
1886–87	198	21	219	313	12	325	511	33	544	117	169	286	511	319	830
1887–88	216	18	234	392	3	395	608	21	629	136	208	344	608	365	973
1888–89	247	28	275	351	18	369	598	46	644	148	178	326	598	372	970
1889–90	263	40	303	366	19	385	629	59	688	178	251	429	629	488	1117

*Those names marked "classical" in the different catalogues of the Ohio Wesleyan Female College are given under the heading "collegiate."

†In June, 1877, the Ohio Wesleyan Female College was incorporated as a department of the university. For the sake of uniformity in the classification of students those pursuing the literary course have been classed in the above table under the heading "Ohio Wesleyan Female College."

According to the last quinquennial catalogue of the university one thousand and ninety students have been graduated. This number is less than one-tenth of the students whose names have been enrolled on the books of the institution. While this percentage of graduates is small as compared with eastern institutions, it must be remembered that a large part of the enrollment has been in the preparatory and art and other short courses. Many of those who have been enrolled on the books as actual matriculants in the collegiate department have possessed slender means and have been obliged to support themselves wholly or in part by their own manual or intellectual labor and have been financially unable to complete the course. It is not possible to estimate rightly the educational work and influence of a western college by looking at the list of its graduates alone, and perhaps with no other college would such an estimate, based on such examination, be less correct than with Ohio Wesleyan University. Many have attained what may fairly be called a liberal education who have not been able to remain until graduation. The total number of graduates from 1845 to 1885 has been 1,090, of whom the classical course includes 862 young men and 16 young women, the latter having graduated from this course for the first time in 1879. The graduates from the scientific course number 78 young men and 5 young women, and from the literary course 129 young women.

BUILDINGS.

The original hotel building on the lands purchased for the university was remodeled and adapted so far as possible to the needs of the institution. Since its ownership by the university it has been known as Elliott Hall. For a number of years it was the only building in the possession of the university. The lack of a chapel was seriously felt as soon as the number of students increased, as there was no room in Elliott Hall large enough to serve as an assembly room for the entire body of students. As soon as the need for the new building became imperative, an appeal was made to the church for funds with which to erect a chapel, and the response was such that in 1852 the building was completed and dedicated. It was named "Thomson Chapel" in honor of the president and contained besides the chapel several recitation rooms. From 1859 till 1873 the chapel room was abandoned for religious exercises and was fitted up to receive the large cabinet of natural history which had been purchased for the university. During these years chapel exercises were held in the Methodist Episcopal Church in the city and in one of the large lecture rooms of the university.

In 1853 Mr. William Sturges, of Putnam, Ohio, offered the university a large donation for a library on condition that within a year $15,000 should be secured for the erection of a library building. Again a successful appeal was made to the church and friends of the university,

OHIO WESLEYAN UNIVERSITY—MONNETT HALL.

and in 1856 the building known as Sturges Library was completed and dedicated.

In 1869 a large stone building to contain a new chapel and recitation rooms was planned, funds were subscribed, and the erection undertaken. A portion of the funds failed and the building costing $40,000 was not completed until 1873. A part of the cost was finally defrayed from the endowment fund. This building, which is the finest on the original university site, was named, in honor of President Merrick,—Merrick Hall. After it was completed the original plan of using a portion of it for a chapel was abandoned, and the cabinet of natural history was transferred to it, thus restoring the old chapel room in Thomson Chapel to its original use. Within the last year or two a small but convenient gymnasium has been erected and equipped through funds provided by the alumni and undergraduates.

By the union of the female college with the university in 1877 the latter came into possession of a handsome building and site at some distance from the other buildings. The building, known as Monnett Hall had been erected for the female college to serve both for recitation purposes and for a dormitory and boarding hall. It is a handsome building, and with the other property transferred to the university was estimated at $100,000 in value. Monnett Hall still serves as a home for the women in attendance at the college, and, though it is located at a considerable distance from the other university buildings, many recitations are conducted there. The general arrangement is that classes composed wholly or mainly of women recite at Monnett Hall; all others, in the main university buildings.

A large donation has been made towards the erection of a new chapel building, and the building will be erected in the immediate future.

ENDOWMENT.

At the outset the only resources of the university were the contributions of friends, and for some time these were wholly absorbed by the current expenses and the indebtedness on the original purchase. In 1843, the sale of scholarships was begun, entitling the purchaser or his assign to tuition at the university at the rate of $100 for five years. By 1850, from this source a fund of about $50,000 had been raised, but as cash tuition fees paid at the university fell off on account of the scholarships that had been sold and were being redeemed in tuition, the income of the fund constituted the sole resource of the institution. This income was too small to sustain the undertaking and a new plan was devised by which cheaper scholarships for various periods were sold according to the following schedule: For three years' tuition, $15; for four years, $20; for six years, $25; for eight years, $30. Many bought these scholarships simply to help the institution, and many others were attracted by their cheapness to purchase for the benefit of

sons and friends. By 1854 the endowment had been raised through the sale of these scholarships to about $100,000.[1]

Since 1860 donations to the university have been more numerous and of larger amounts, so that the new buildings have been erected and paid for, and the endowment fund largely increased by the gift of money and productive property. A considerable portion of the endowment fund is in the form of endowments for specific chairs, though more than half constitutes a general fund. The increase in the endowment fund is shown by the following figures: In 1850, it was $54,000; in 1860, $116,000; in 1870, $230,000; in 1880, $260,000; in 1887, $422,144. Of this last sum, $121,663 was held subject to the payment of annuities during the lives of the givers or beneficiaries, upon their death to become the absolute property of the university. As the university has the united support of five conferences of a strong religious denomination and of a large body of alumni, it is certain to receive larger and larger additions to its endowment as the years pass.

In 1887 the value of the grounds, buildings, library, cabinets, and apparatus was estimated at $240,000.

MUSEUM AND LIBRARY.

The nucleus for the university museum was laid in 1859 by the purchase of a large general collection in the departments of zoölogy and mineralogy. It contained several hundred mounted mammals and birds; over 100 specimens of reptiles, and a large collection of fishes. The section of conchology was especially rich and valuable, and embraces a large proportion of the described genera of marine, fresh water, and land shells. A few years later Dr. R. P. Mann, of Milford Centre, Ohio, added a most desirable collection of fossils. In 1870, William Wood, esq., provided the funds for the purchase of a complete suite of the celebrated casts of fossils prepared by Prof. H. A. Ward, of Rochester, N. Y. In 1885, a varied collection of minerals, crystals, and ores was added. In its entirety the museum is one of the largest in the West. The collections in natural history and geology are estimated to contain about 100,000 specimens. Permanent catalogues have been prepared in which to record the history of every specimen of value, which has in any way come into the possession of the university. The museum has been for several years under the care of Prof. E. T. Nelson, PH. D., of the chair of Natural History, to whose efforts the systematic classification and cataloguing are due, as well as many of the recent valuable donations.

[1] The books of the university show that nearly 4,000 of these scholarships were sold, calling for about 25,000 years of tuition. Practically the system is simply an advance payment of tuition fees.

The library of the university at present contains the following volumes:

	Vols.
The Sturges Library, about	12,000
The Ohio Methodist Historical Society	136
The Monnett Hall Library	1,650
Total	13,786

Valuable additions are annually made to the university library, especially through the liberal donations of Rev. Joseph M. Trimble, D. D., of Columbus, and William A. Ingham, esq., of Cleveland, to their respective alcoves.

The class of 1882 left a generous contribution as an incipient foundation for an alumni alcove. With this sum a very serviceable addition has been made, especially in the line of the later English authors.

GENERAL OBSERVATIONS.

The religious atmosphere of the university has been especially clear. This would be natural in a denominational college, but in few has there been so marked a religious element. On this point Dr. Williams says:

> The university is under the auspices of the Methodist Church, but it is not sectarian or denominational in its teachings. It aims to be evangelical yet liberal, and has always had a fair patronage from other protestant churches and even from the Catholic church. The religious influence of the college has always been constant and controlling. Devotional exercises, conducted by the members of the faculty, are held each day, with a sermon or lecture at appointed times on the sabbath. Attendance upon these college services and upon some church service is obligatory. The proportion of religious students in the college classes increases with the advancement of the class. More than once the university has graduated large classes in which every member was religious; and in every class graduated the majority have been members of some church, a large proportion of whom became so through their connection with the university.

Of the 940 male graduates of the university, 369 have entered the ministry, and all but 14 of these in the Methodist Episcopal Church.

The discipline exercised at the university has been close, as compared with many colleges, and the university has maintained a scrupulous care over the conduct and morals of the students. The young women in attendance are subject to more careful and paternal direction in their conduct and routine of life than are the young men. While to many the regulations have seemed unduly rigid, their effect upon the character and development of the institution and its students has been found to be decidedly good by those who have studied the matter in all its bearings.

[AUTHORITIES: The principal parts of this sketch are based on the "History of Ohio Wesleyan University," by Dr. W. G. Williams (1880), which history, but for its length, would have been reproduced here. Other authorities consulted have been the annual and quinquennial catalogues of the university, annual reports of the president, and several miscellaneous documents.]

VI.—KENYON COLLEGE.

(GAMBIER, KNOX COUNTY.)

The traveler in central Ohio, journeying by railroad from Columbus to Cleveland, by way of Mount Vernon, finds himself for several miles of his course skirting the banks of a sparkling stream, to which the old Indians gave the euphonious name "Kokosing." The valley through which the river flows is a charming one and the ride delightful, for new beauties greet the eye at almost every turn, and rocks and hills and venerable woods utter together their voice of praise. At one of the sudden turns of this winding stream, a few miles beyond Mount Vernon, upon a hill beautiful for situation, rises the village of Gambier, the seat of Kenyon College. The several institutions at Gambier, known as the Grammar School, Kenyon College, and Seminary, are in law and in fact one—all being embraced in the corporation denominated "The Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio." The popular name has always been "Kenyon College." The name Kenyon College was given by the founder, Bishop Chase—the legal name was given by Charles Hammond, a lawyer of much ability and political influence, who drew the act of incorporation and secured its passage. Mr. Hammond and Bishop Chase clashed in their views. Mr. Hammond wished for an institution to train clergymen alone. Bishop Chase yielded as to the name, but went himself to the next legislature and secured an act whereby the professors of this "Theological Seminary" should act as the faculty of a college in conferring degrees in the arts and sciences, and the name and style whereby they should be known should be the president and professors of Kenyon College. Confusion resulted. In 1840 a division into two faculties was made, with the bishop of Ohio at the head of the theological faculty, and the elected president at the head of Kenyon College. It is now proposed, and the trustees unanimously favor the proposition, to change the name to "Kenyon College," and to have one faculty under one head, making the divinity school a post-graduate department of Kenyon College.

The government of the institution is vested in a board of trustees consisting of the bishops and assistant bishops of all dioceses within the limits of Ohio, the president of the institution and four clerical and four lay trustees, all of them members of the Protestant Episcopal Church, and chosen in the first instance by the convention of the diocese of Ohio.

Half a century ago there was probably no institution of learning in our land more talked about than Kenyon College, for it was one of the first literary ventures of the West, and its needs and expectations were heralded far and near. There is a certain charm about infancy which we do not recognize in manhood. This, doubtless, is one of the reasons why Kenyon has recently occupied a less prominent place before the public than in her early days. Besides, her development has not altogether been in the line anticipated. She has failed where success was dreamed of; she has won honor in ways that were not contemplated.

The corner stone of Kenyon College was laid in the month of June, 1827. By a happy coincidence, the fiftieth year marked the elevation of one of Kenyon's sons to the Presidency of the United States. One of the trustees of Kenyon College, Hon. Morrison R. Waite, became the highest judicial officer of the country. Kenyon's sons are also to be found in the halls of Congress, so that she has links binding her to every department of the government—legislative, judicial, executive.

From the beginning her standard has been high, and many of those who have studied in Gambier have left before completing the course; but five hundred have been graduated. A large number of Kenyon's sons have become men of mark in Church and State, and five of them have attained to a wide national reputation. Henry Winter Davis, that "prince of parliamentary orators," in his early days practiced economy and wrought with brain and muscle at Kenyon. Edwin M. Stanton, the great War Secretary, came in the springtime of his life to Gambier. His college experience proved to be a turning point, so that afterward he was accustomed to say: "If I am anything, I owe it to Kenyon College." David Davis, late Justice of the Supreme Court of the United States, since Senator from Illinois, was an associate of Stanton in college days. Stanley Matthews, also, an eminent lawyer of Cincinnati, who won great distinction by his arguments before the Electoral Commission, who became Senator of the United States and Justice of the Supreme Court, was at Kenyon a friend and companion of President Hayes, who was graduated in 1842. Not unnaturally Kenyon is proud of her alumni roll.

The founder of Kenyon College was Philander Chase, the first bishop of the Protestant Episcopal Church in Ohio. Bishop Chase came of a sturdy New England stock. He was born in Cornish, N. H., where he spent the days of his youth. When manhood came, however, he could not content himself with such quiet and settled surroundings, for of him, as afterwards of his nephew, the Secretary, ambition was a most marked characteristic. He was first a missionary in western New York, and then he was stationed in Poughkeepsie, but soon afterwards removed to New Orleans. He was the first Protestant minister in the State of Louisiana. After five years of hard and successful labor he removed again to the North, and for six years was a minister in Hartford, Conn. But Philander Chase was a man too restless, too ambitious,

too great, to remain long contented in any quiet and peaceful nook. He craved the contests and the storms of life. So, early in the spring of the year 1817, resolved "not to build upon another man's foundations," he started for what was then the far West—the newly admitted State of Ohio. He was consecrated Bishop in February, 1819.

He began his work with rare earnestness. No pecuniary support had been provided. Indeed, for several years all that he received for his public ministrations was not enough to pay his postage; so, to gain his daily bread, he had to become a tiller of the soil.

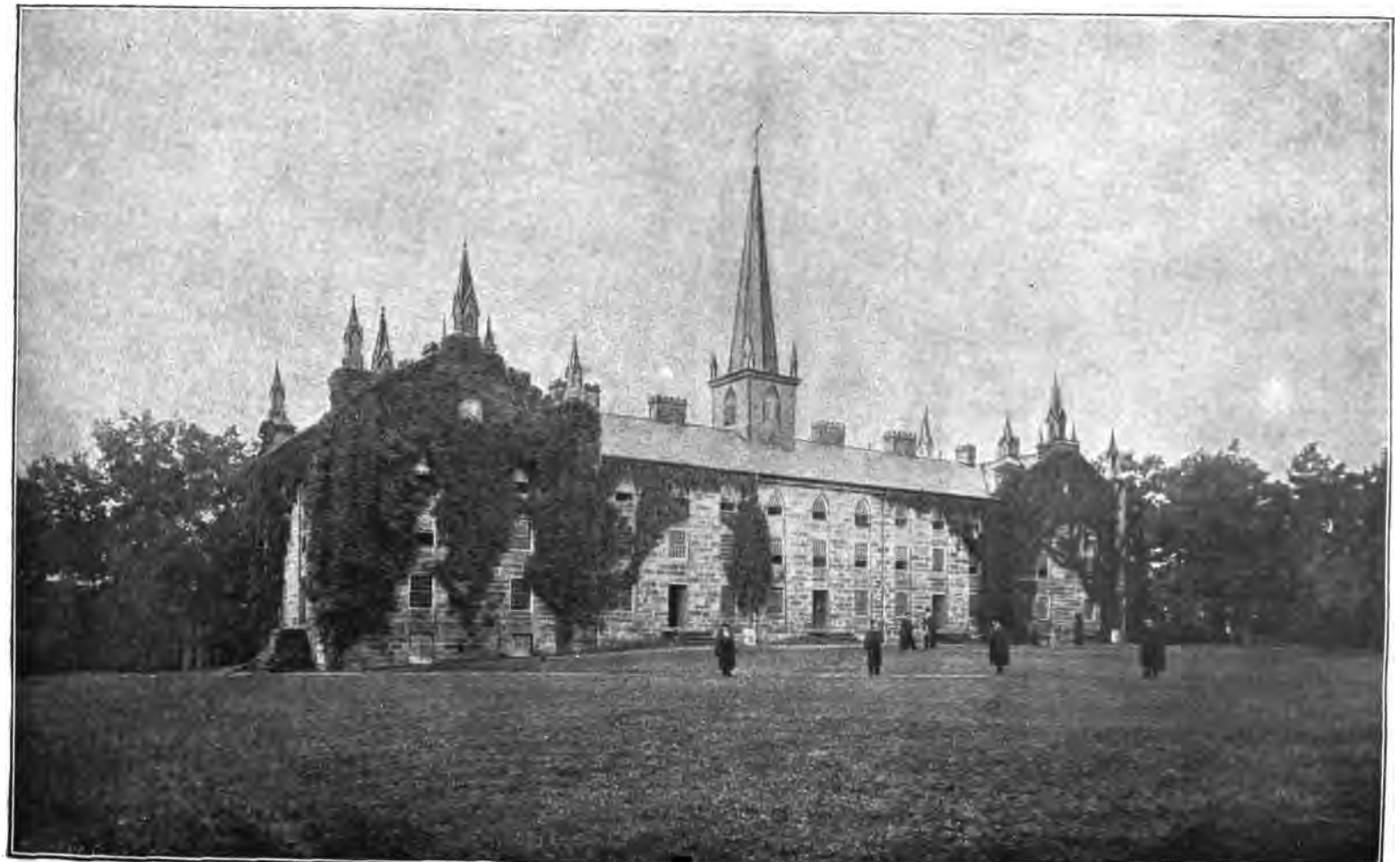
He soon became convinced that he must have assistance in his work. In four years his list of three clergymen had grown to six, but what could six men do in so vast a field? Moreover, he became convinced that for western work the best laborers were western men, being more accustomed than others to the hardships of the new civilization, and more likely to be contented with the labor and its returns. So his mind began to be filled with a dream of a "school for the prophets," which, before long, took definite shape in his mind. Happily, the bishop's son suggested that favorable mention had been made in a prominent English journal of the new missionary work in far-off Ohio. The bishop immediately determined that the ocean must be crossed, and the mother church asked to help. He first appointed his son for this service; but his son's failing health required a journey to a southern clime, so the resolute bishop determined to go himself.

At once he made his plans known to his brethren. Some of them approved, whilst others disapproved, and one went so far as to violently oppose him.

Bishop White, the father of the American Church, made objection firmly, but gently, as was consistent with his saintly character. He thought it undesirable that application should be made to a foreign source for aid, because of the probable effect upon the church at home. "What countenance," it was said, "will be given to the odium which some would fain cast upon our church, as in a state of dependence on another church incorporated with a foreign state." The lessening of the respectability of the church was also insisted upon; the American church should not stoop to be a suppliant for others' bounty.

Bishop Chase, however, was resolute. He thought he knew the needs of his own field of labor, and determined to provide for them as best he could. A month upon the ocean followed. From Liverpool Bishop Chase went to Manchester, and so on to London. He met at once with a most formidable obstacle in the opposition of the Bishop of New York. He was publicly attacked in the British Critic, and for months his hands were tied; he could do nothing.

But after a while the tide turned. It so happened that the British Parliament was then divided on the question of the emancipation of the West India slaves. The subject was being everywhere discussed with intense feeling. As a consequence, anyone who was known to



KENYON COLLEGE—THE OLD COLLEGE BUILDING.

have made sacrifices for the negro was sure to find friends. Wilberforce's particular friend, Butterworth, learning of Bishop Chase's anti-slavery principles, became his friend. He invited him to his house, introduced him to great and good men, and soon the Ohio cause grew and waxed strong. Subscriptions were received from hundreds of sources. There was a genuine, almost an enthusiastic, outflow of British beneficence. Wealthy friends were gathered, and the pioneer bishop was the hero of the hour, delighting all with his thrilling sketches of frontier hardships, and with his glowing prophecies of magnificent triumphs sure to be achieved. Lord Gambier helped him greatly, Lord Kenyon also, and Sir Thomas Ackland, and Lady Rosse, and Hannah Moore. The total result of this first appeal was more than £5,000. The largest single donor was Lady Rosse.

Bishop Chase returned to his home a poor-rich man. For those days, in Ohio, $30,000 was a very large sum of money, and so, doubtless, Bishop Chase would have considered it when he started to go abroad. Meanwhile, however, his ideas had grown. At one time a theological school would have contented him; but now larger and more dazzling ideas took possession of his brain.

His school was first established upon his farm near Worthington, where before he had taught, amongst others, his nephew, afterwards Chief Justice Salmon P. Chase. This, however, was but a temporary arrangement. A permanent location had to be selected.

About this time Bishop Chase's attention was called to a tract of land, consisting of 8,000 acres, in Knox County. He at once came to Mount Vernon, the county seat, upon a tour of observation, rode with friend across the country, and followed for a while the valley of the Kokosing, until he came to the hill where the college at present stands. It was suggested that possibly at the top of this hill there might be found a good site for building. The general reply was "No." The bishop said "Let us see." He scrambled up the hillside with a single companion, Henry B. Curtis, esq. Once at the top, he climbed upon a fallen log, and as his eye stretched hither and thither, taking in the splendid sweep of the country round about, he exclaimed with satisfaction, "*This will do.*" In that instant the location of the new institution was practically fixed.

The assent of the diocesan convention had to be secured. It was not certain that this could easily be done, for there was hardly a town in the State that had not fixed its covetous eye upon the infant college. More than seven cities contended for the boon, not one of which carried off the prize, for Bishop Chase was a man of will, and his will was that the school should be located in the country. "Put your seminary," said he, "on your own domain; be owners of the soil on which you dwell, and let the tenure of every lease and deed depend on the express condition that nothing detrimental to the morals and studies of youth be allowed on the premises."

A still broader question, also, must needs be settled. What should be the nature of the new institution? Should it be simply a school for the education of clergymen, or should it open its doors to all classes of citizens? Some said "Have nothing but a theological seminary." Mr. Charles Hammond, a trustee and a very influential citizen of Ohio, said this most earnestly, and, indeed, went so far as to prepare and carry through the legislature a bill for the incorporation of "The Theological Seminary of the Protestant Episcopal Church in the diocese of Ohio," and so fixed the legal title of the new institution.

But Bishop Chase was equally strenuous the other way. His first thought had been to provide ministers for the waste places of the church; his second and greater thought now was "to be of service to his country, without regard to denomination in religion." "But two courses," said he, in his address before the convention, "are before us—either to confine our seminary to theological candidates only, or, if we receive students in general science, to lay a foundation sufficiently strong and large to sustain the magnitude of the college, which must be reared to do those students justice. In the former case nothing more is necessary than to turn your attention to the deed of gift of my own estate in Worthington. In the latter case, the only thing presented worthy of your attention is the proposed lands in Knox County. Here is a foundation on which to erect an edifice worthy of the kind expectations of our esteemed benefactors. On this we can build and expect the further assistance of a sympathizing world. On this we can build and justly expect the patronage of our civil government. Anything less than this would be to degrade, not to improve, our present blessings. *There will be no college for all professions if the Knox County plan fail. No other can give any adequate encouragement.*"

A most favorable report was received from the committee of the convention to whom this matter was referred, declaring that "the lands in Knox County afforded an eligible site for the seminary and college, and combined advantages of greater magnitude than any offer that had been made." So it was decided that the Theological Seminary of the Diocese of Ohio, and Kenyon College, should be forever established upon these lands, and the broad plan was adopted of laboring to build up, not only a school of theology, but a college as well. The English funds were to be appropriated sacredly to the purpose for which they were given. The college endowment, it was hoped, might in some other way be secured.

This choice of a location amid well-nigh untrodden forests involved, as a matter of course, heavy sacrifices and large outlays of labor. It was necessary to begin with the very elements of civilization. Workmen must be gathered, land made ready for tilling, crops raised and harvested, and cabins built for shelter. In fact, for some years farming, milling, and merchandising were carried on in the name of college, and the institution came to be possessed of a store, a hotel, a printing office,

THE COLLEGE PARK, NEAR CHAPEL AND LIBRARY.

a sawmill, a gristmill, a carpenter and a shoemaker's shop, with houses for the miller, the dairymen, and the workmen to dwell in. So ere long the funds contributed by English friends were spent, and the resources of the pioneer bishop were quite exhausted.

It was needful, therefore, to make additional appeals for aid, and very naturally the "public crib" was thought of as a ready source of succor. So in December, 1827, Bishop Chase went to Columbus, addressed the legislature, and received from that body an indorsement of an appeal to Congress for a donation from the public lands. Soon after a bill was introduced into the United States Senate making a grant of a township of land. The bill was advocated by prominent Senators (among others, by Thomas H. Benton and William Henry Harrison), and passed, but in the House of Representatives party spirit was roaring like a flood, and drowned the voice of the infant college. The bill failed in committee, and, amid the rush of other business, was pushed aside.

The good bishop was keenly disappointed, but not in despair. Renewed effort was his refuge. So at once he scattered broadcast a public appeal entitled "The Star in the West, or Kenyon College in the year of our Lord 1828."

"Never before," he wrote, "on any other plan have the expenses of a public education been brought within the compass of $70 a year; never before has the light of science beamed thus on the cottages of the poor. Who, then, would not give his mite to expedite the completion of a college erected in the woods at great personal sacrifice, and for such benevolent purposes? A small sum only is asked of every friend, of every name and class. In this way numbers will make amends for deficiency in quantity, and in this way the wound occasioned by the late disappointment in Congress will be healed by the hand of individual beneficence. In this way the commenced buildings may be finished, and the great work accomplished. Whoever reads this is, therefore, most respectfully and earnestly entreated *immediately* to inclose $1 in aid of the present struggles of Kenyon College, in a letter addressed to P. Chase, P. M., Gambier, Ohio."

This method of begging has since had ample following, but then it had the charm of novelty, and so succeeded. The dollars, it is said, came to Gambier as the leaves fall in autumn. Larger subscriptions were not neglected. John Quincy Adams, then President of the United States, gave $100. "Kenyon Circles" were formed in towns near and distant, and thousands of ladies were busy sewing for Kenyon College. In all, some $25,000 were received through this appeal.

Meanwhile a goodly number of students had assembled at Gambier, and the work of the college went bravely on. Bishop Chase nominally occupied the office of president. He really filled most efficiently the post of general manager and superintendent. Every morning the "head men" had to be directed by him as to their daily work; every evening

they were gathered to give accounts of labor. There was the tilling of the thousands of broad acres to be looked after, the quarrying of stone, the erection of buildings, the industries of the village, and all this in addition to the wants, bodily, mental, and spiritual, of the student community. Besides, there was the keeping of detailed accounts, and the maintenance of a most extensive correspondence. Kenyon's affairs were for a time prosperous. A corps of able professors was gathered; there were more students than could be well accommodated, while the building known as Old Kenyon, with walls 4 feet in thickness, rose solidly as though it were intended to stand forever.

The salaries paid to the professors were, all things considered, quite ample, for the purchasing power of money in Ohio then was very great. The president received $800 per annum and each professor $500. In addition the professors were supplied from the farms with everything they needed to sustain life, groceries only being excepted. The larger the family, therefore, the larger was the pay in butter, eggs, and meat, in flour, milk, and corn, in lights and firewood. One can not help wondering, nowadays, how they managed all this—whether once in a while some one did not get the cream, and some one else the skim-milk, and whether everything was lovely in consequence.

The college not only farmed a large landed estate and kept a hotel, shops, mills, and stores; it boarded, also, its entire family of professors and students. The charge for board, tuition, room rent, lights, and fuel varied from $50 to $70 per annum. The annual charges were as follows:

For instruction	$30.00
For board at college table	40.00
Room rent in a room with a stove	4.00
Room rent in a room with a fireplace	6.00

For theological students and sons of clergymen the total charge was $50.

Boys were required "to sweep their own rooms, make their own beds and fires, bring their own water, black their own boots, if they ever were blacked, and take an occasional turn at grubbing in the fields or working on the roads." The discipline was somewhat strict and the toil perhaps severe, but the few pleasures that were allowed were thoroughly enjoyed.

Bishop Chase's course in Gambier was not smooth sailing. Difficulties appeared which grew to great proportions. "Kenyon College," he wrote at the time, "is like other colleges in some respects, and unlike all in many other respects. The fundamental principle in which it differs from all others is, that the whole institution is patriarchal. Like Abraham on the plains of Mamre, it hath pitched its tent under the trees of Gambier hill, it hath its flocks and its herds, and its different families of teachers, scholars, mechanics, and laborers, all united under one head, pursuing one common interest, and receiving their maintenance and food from one common source, the funds and farms of the

college." The picture, it must be confessed, is not without its beauties, though the coloring is certainly more occidental than oriental. Accurately drawn, it would have shown western workmen ready to cry, "independence," a western faculty to question the limits of authority, and western Young America to cheer them on. Pecuniary troubles added to the embarrassments of the situation. So on the 9th of September, 1831, Bishop Chase resigned the presidency of the college and the episcopate of Ohio. The next day he mounted "Cincinnatus," and rode sorrowfully away, and Gambier saw his face no more. He was afterward elected bishop of Illinois, and died at "Robin's Nest," where he had founded Jubilee College.

Kenyon's second president was Charles Pettit McIlvaine, D. D., D. C. L. (Oxon.), who came to Gambier at the age of 33. New buildings were much needed. Besides, there was an accumulation of debt. Bishop McIlvaine, therefore, before establishing himself in Ohio, solicited aid, chiefly in eastern cities, and received in all nearly $30,000, the larger part of which was contributed by friends in Brooklyn and New York. This was done in the year 1833. Without the help thus opportunely given by the new bishop, Kenyon must have perished, the trustees having determined that it was impossible for them, as things were, to carry on the college.

In those days the diocese of Ohio was poor, and so Kenyon College paid the salary of the bishop. The arrangement was not strictly just, for Kenyon received only a part of the bishop's time and energy. So strongly did Bishop McIlvaine feel the injustice of this arrangement that he finally took a resolute stand, and the college was no longer taxed for his support.

He was necessarily absent from Gambier much of the time; so a vice president was elected, who was his representative when absent, and who governed in the ordinary college affairs. Dr. William Sparrow was the first vice president.

Until the year 1840 there was a joint faculty of theology and arts in Gambier. At that time separate faculties were constituted, with separate heads, Bishop McIlvaine continuing at the head of the Theological Seminary, while Maj. D. B. Douglass, LL. D., was elected to the presidency of the college. Major Douglass was an accomplished civil engineer, a soldier, and "every inch a man." He began his work earnestly in Gambier, and improvement was the order of the day. But the time was not ripe for him. He was succeeded within a few years by Rev. Dr. S. A. Bronson.

In 1842 a pecuniary crisis came. Bishop McIlvaine labored with all his might, and secured the needed $30,000.

The chief event accomplished during Dr. Bronson's presidency was the sale of a large portion of the college lands. Though of very considerable value, these lands, from the first, had brought to the institution only the scantiest returns One agent after another had been em-

ployed to oversee them. The raising of sheep proved disastrous; the culture of wheat could not be made to pay. Many of the tenants turned out to be either shiftless or dishonest. So, in the year 1850, after much discussion, it was determined that the form of the investment should be changed, and the lands were ordered to be sold.

Almost immediately there came increased prosperity. Happily, too, at this juncture, Lorin Andrews, LL. D., was elected president. The friend and champion of popular education in Ohio, he found helpers in every county of the State. The list of students was quickly swelled, so that in 1855 "room for enlargement" was a thing of necessity. President Andrews resigned in 1861 to enter the Union Army. His successors in the office of president of Kenyon College have been Charles Short, LL.D. (1863–67), James Kent Stone, A. M. (1867–68), Eli T. Tappan, LL.D. (1868–75), William B. Bodine, D. D., the present incumbent.

The rolling years have brought added endowments to Kenyon, though she still waits for such large benefactions as have been given to colleges in the Eastern States. Upon the occasion of one of his latest visits to his native land, Mr. George Peabody contributed the endowment of one professorship ($25,000) chiefly out of regard and affection for Bishop McIlvaine, his early and life-long friend. Mrs. R. B. Bowler, of Clifton, Cincinnati, gave the sum requisite for another professorship in memory of her husband, whose interest in Kenyon had been warmly manifested. Mr. Jay Cooke bestowed $30,000 in the days of his large prosperity. Other considerable sums have also been received, chiefly through the exertions of a long-tried and devoted advocate and helper, the Rt. Rev. Gregory Thurston Bedell, D. D. By his ardent and faithful endeavors Bishop Bedell has secured contributions for Gambier, in all amounting to nearly $200,000.

The following is a statistical exhibit of the finances of the college at periods since its establishment:

	1854.	1867.	1876.	1881.	1886.
Bonds, etc	$71,536	$198,877	$224,851	$226,719	$261,000
Lands unsold	39,000	36,625	24,225	20,725	22,500
Buildings and grounds	120,000	150,500	215,000	233,000	260,000
Cash		7,428	1,471	5,174	1,500
Total	230,536	393,430	465,547	485,618	545,000
INCOME.					
Interest	5,299	12,229	14,961	15,566	18,537
Fees of students	1,088	3,908	2,324	2,640	3,278
Rents and sales	1,243	679	537	549	658
Incidental[1]		880		8,746	12,850
Total	7,630	17,696	17,822	27,501	35,323
Ordinary income	7,630	12,472	17,822	18,755	22,473

[1] By "Incidental" are meant special gifts, bequests, and the like.

KENYON COLLEGE—ASCENSION HALL.

In the theological department there are four professorships, ranging from $25,000 to $30,000.

There are beneficiary funds in all of the departments, devoted to the use of students, amounting to about $35,000.

BUILDINGS.

Bexley Hall stands upon a knoll at the northern extremity of the village. It was erected for the exclusive use of the theological seminary, after a design given by the architect of the London Crystal Palace. It contains the library of the seminary—about 7,000 volumes—and furnished rooms, each with separate bedrooms, for thirty-four students.

The college park is about half a mile in the opposite direction; near the southernmost point of this park stands the more massive and venerable edifice of Kenyon College. This building is of plain stone, 190 feet long and four stories high, including the basement, with battlements, pinnacles, belfry, and a spire 117 feet high. It contains upwards of fifty rooms for students; also the libraries of the Philomathesian and Nu Pi Kappa Societies.

Rosse Hall, a substantial stone building in Ionic architecture, is used for lectures and rhetorical exercises, and on commencement occasions, and is capable of accommodating nearly a thousand persons.

Close by Old Kenyon stands Ascension Hall, an imposing structure, and one of the finest college buildings in the land. It contains two spacious and elaborately furnished halls for the literary societies, six recitation and lecture rooms, the library of Kenyon College, with its museum, and twenty-six rooms for students. The tower is used for an observatory.

Directly north of Ascension, and about 50 yards from the village street, stands the college church, the "Church of the Holy Spirit," which was finished in 1871. This most beautiful of all the buildings in Gambier is cruciform—with the tower in one of the angles—the nave and chancel being 90 feet and the transepts 80 feet in length—all the windows are of stained glass—the church finished in oak, and the walls tastefully illuminated. The building is of the same freestone as Ascension Hall, laid in courses, with dressed quoins and facings. It will accommodate a congregation of about six hundred.

To the north and east of the village, and some distance from the main street, environed by trees and commanding an extensive and beautiful prospect of the valley of the Kokosing, stands Milnor Hall, built for the use of the preparatory school. This is a plain structure of brick, the main building four stories high.

A commodious library building—Hubbard Hall—has recently been erected.

Expenses are as follows:

The college charges are: For tuition, $25 per term; for room rent, $5 (at least) per term; and for incidentals, $10 per annum, making the

annual charges $100 or more. A matriculation fee of $5 is charged to every student at his entrance.

STATISTICS OF ATTENDANCE.

The following are the statistics of each decade since the establishment of the institution:

Year.	Divinity school.	College.	Grammar school.	Total.
1830–31	1	44	107	152
1840–41	9	51	47	107
1850–51	7	56	39	102
1860–61	27	137	49	213
1870–71	15	45	47	107
1880–81	13	66	76	155
1888–89	5	47	98	150

In all her requisites for admission, and in the course of study, Kenyon does not materially differ from the leading colleges of the Eastern States. The degree of bachelor of arts is conferred upon all students of the regular course in good standing who are approved at the final examinations of the senior class. The degree of bachelor of philosophy is conferred upon those who have successfully pursued the study of modern languages instead of Greek.

Up to date the graduates of the college number about 600; the graduates of the divinity school about 180.

[AUTHORITIES: The above sketch is adapted from a history prepared by the college authorities.]

VII.—MARIETTA COLLEGE.

(MARIETTA, WASHINGTON COUNTY.)

On July 1, 1885, was celebrated the semicentennial of Marietta College. In addition to the commemorative features of the day, the occasion was marked by the formal retirement from the presidency of the college of Dr. Israel W. Andrews, who as tutor, professor, and president had been connected with the institution from 1838, a period of 47 years. Rarely has it happened in the history of any American college that one man's name has for so many years without interruption been found upon the roll of the college faculty. Still more rarely has it occurred that for almost half a century one man, possessed of clear convictions, steady purpose, and unswerving devotion to and faith in the college, has been without any undue self-assertion or assumption of authority the soul and guiding spirit of a successful American college.

So exactly is this the case, however, with Marietta College, that to recount the life of Dr. Andrews would be to tell the story of the college. He came to Marietta when the college was but three years old, and from then until 1885 (indeed, though perhaps less noticeably, his death in 1888) his voice was influential in determining the policy and development of the college, which perhaps more closely than any other in the West is built upon the New England model. Retiring in 1885 from the presidency to which he had been elected in 1855, he was prevailed upon to continue his connection with the college as professor of political philosophy.

He died in April, 1888, just as he was rounding out the fiftieth year of his services for the college which he loved so well, and which falls heir to his estate.

At the semicentennial celebration Dr. Andrews delivered a commemorative historical address covering the history of the college from its organization until 1885. As no one now living is so thoroughly conversant with the growth and development of Marietta College as was Dr. Andrews, and as the address not only gives the historical data connected with the institution, but interprets them in the light of the half century's experience of the venerable educator, the sketch is reproduced here with no modifications save that a few passages not bearing directly upon the educational history of the college have been omitted.

HISTORICAL SKETCH BY DR. I. W. ANDREWS.[1]

The first half century of Marietta College is completed this year. This period of 50 years, from 1835 to 1885, embraces only the college history of the institution. Most colleges date from a point prior to the beginning of their college work. They count in a preëxistent period of greater or less duration. But Marietta was a college, in reality as well as in name, 50 years ago. In the autumn of 1835 there were two college classes—the sophomore and the freshmen—and 3 years later the members of that sophomore class, having finished their course, received their first degree in the arts. Though our first half century is strictly a half century of college work, in an historical sketch reference may well be made to the antecedent circumstances.

In the year 1830 there was established at Marietta, by Rev. Luther G. Bingham, the "Institute of Education." It embraced four departments, the two higher being known as the High School and the Ladies' Seminary. At first the lowest department occupied a brick building on Front street, originally the law office of Governor Return Jonathan Meigs. Very soon a building at the south corner of Putnam and Second streets, used of late years for law offices until it was recently destroyed by fire, was purchased, and all the departments were gathered there. In February, 1832, the high school was removed to the old Muskingum Academy, then standing on the lot next north of the Congregational Church, where it remained a few weeks till the room known as the Library Hall, on Front street, was fitted up for it. Here it continued till the close of the school year in the summer of 1833.

Mr. Bingham was the proprietor of this group of schools and had the general superintendence, but he employed others in the work of instruction. In an advertisement September 11, 1830, it is announced that "the recitations in the high school will be conducted by a graduate of the Ohio University, of competent qualification," probably Mr. Samuel P. Robbins, son of a former minister of Marietta. The next term Nelson Brown, M. D., a graduate of Williams College, became instructor in the high school. In April, 1831, Mr. Mansfield French is associated with Mr. Bingham as proprietor, and he and Dr. Brown give the instruction. In June, Mr. Henry Adams, a graduate of Amherst College, takes the place of Dr. Brown, and continues until August, 1832. The fall session of that year opens with Mr. Henry Smith as teacher in the high school. In the next spring he returned to Andover Theological Seminary, and Mr. D. Howe Allen, from the same seminary, took his place for the rest of the school year.

In the spring of 1832, after the high school had been in operation about a year and a half, Messrs. Bingham and French invite a meeting of the friends of education to consider certain plans which they wish to present. Of this meeting, held March 15, Dr. S. P. Hildreth was chairman and Mr. Douglas Putnam secretary. The propositions were read by Mr. French, and remarks were made by Messrs. Bingham, Caleb, Emerson, Arius Nye, and John Cotton, after which a committee of seven, Mr. Emerson, chairman, was appointed to report a week later. At the adjourned meeting, March 23, an elaborate report was made, suggesting the appointment of an advisory board of trust. This was done, and trustees were appointed. They were not a corporation in any sense, nor had they any control of the property, which was private, but this was the first step in the direction of establishing a permanent institution of learning.

With the next fall session (that of 1832) began the instruction of Mr. Henry Smith, who continued to teach in Marietta until 1855. The name of the institution, which had heretofore been "The Institute of Education," now appears as "The Marietta Collegiate Institute." In the American Friend of September 8, which has a full advertisement of the institution, there appears an editorial notice, containing this among

[1] This sketch has been printed in full in the Report of the Commissioner of Common Schools in Ohio for 1885; also in pamphlet form by Marietta College.

other things: "It is the intention of all concerned to take early measures to make the Marietta Collegiate Institute an entirely public institution, so as to perpetuate its advantages on a permanent basis."

The proposed measures were taken a few weeks later. The first entry in the college records bears date November 22, 1832, when a meeting was held at the house of Rev. L. G. Bingham (on the north corner of Front and Scammel streets, for many years the residence of the late Weston Thomas), of which John Mills was chairman and Douglas Putnam secretary. A draft of a bill for the incorporation of an institution under the name of the "Marietta Collegiate Institute and Western Teachers' Seminary" was presented and approved, and a committee appointed to confer with Mr. Smith with reference to a permanent professorship in the proposed institution. The charter was obtained, bearing date December 17, the Hon. Joseph Barker, jr., being the representative from this county in the general assembly.

On the 16th of January the organization took place by the choice of John Cotton, M. D., president, Douglas Putnam, secretary, and John Mills, treasurer. At the same meeting a resolution was adopted asking Messrs. Bingham and French to state the terms on which they would transfer their institute property to the trustees. A few days later these terms were accepted and the property was duly transferred, though the former proprietors were requested to continue in charge till the close of the school year.

Before the institution was opened in the fall of 1833 in its new form four young men had been appointed to the work of instruction, all members of the Theological Seminary at Andover. Two of these, Henry Smith and D. Howe Allen, had been teachers in the high school at Marietta. The first of these was made professor of the languages; Mr. Allen, professor of mathematics; Mr. Milo P. Jewett, professor in the teachers' department; and Mr. Samuel Maxwell, principal of the preparatory department. Mr. Smith was a graduate of Middlebury College, Messrs. Allen and Jewett of Dartmouth, and Mr. Maxwell of Amherst. When the institute was opened, October 16, Messrs. Smith and Maxwell entered upon their work of instruction, while the other two remained in New England presenting the claims of the new institution to the friends of education and religion in that region. The beginning of a new educational year was a change in two respects. Before, the place of instruction was the Library Hall on Front street; now, it was a large new building on the college campus. Then, it was one of a group of schools under private owners; now, it is a public institution, under the control of a chartered corporation.

In this sketch of educational work at Marietta, prior to the college, we may properly enough speak of a still earlier period. Even before the present century began, and within the first decade after the first settlement here in April, 1788, steps were taken for the establishment of an academy. In April, 1797, a meeting of citizens was held for this purpose and a committee appointed to prepare a plan of a house suitable for the instruction of the young and for religious purposes. This committee consisted of Gen. Rufus Putnam, Hon. Paul Fearing, Griffin Greene, Hon. R. J. Meigs, jr., Charles Greene, and Joshua Shipman. This was the origin of the "Muskingum Academy," and the building was doubtless the first structure erected for such a purpose in the "territory northwest of the river Ohio." This was used for worship until the present Congregational Church was completed in 1808, and as a place of instruction for about a third of a century. The building was moved in 1832 to Second street, between Scammel and Wooster, where it now stands.

The first instructor in the Muskingum Academy, the pioneer of the institutions for higher education in Marietta, was David Putnam, a graduate of Yale College in 1793. How many others of the teachers had received a liberal education is not known. Among those who had thus been educated were Nathan K. Clough, Dartmouth, 1806; Hon. Elisha Huntington, Dartmouth, 1815, afterwards lieutenant-governor of Massachusetts; Hon. William A. Whittlesey, Yale, 1816, long a citizen of Marietta, and a member of the Thirty-first Congress; and Levi Keyes, Ohio University, 1826. It is probable that from the beginning of the century until the time when Marietta Col-

lege was founded this town furnished almost uninterrupted facilities for instruction in the higher branches of an English education, and most of the time for such classical instruction as was required for preparation for college.

The charter obtained in December, 1832, was defective in giving no power to confer degrees and in having a clause allowing the legislature to repeal it. In February, 1835, a new charter was granted by the State, giving the necessary power to confer degrees, and without the objectionable clause authorizing a repeal. The name was also changed from the Marietta Collegiate Institute and Western Teachers' Seminary to Marietta College.

In the spring of the same year the Rev. Joel H. Linsley, then pastor of the Park Street Church, Boston, Mass., was elected to the presidency. Thus, when the fall session of the institution was opened as Marietta College, in 1835, the faculty consisted of five members: A president, who had charge of the department of moral and intellectual philosophy, a professor of the Greek and Latin languages, a professor of mathematics and natural philosophy, a professor of rhetoric and political economy, and a principal of the preparatory department.

The college was founded in the interests of religion as well as of education. From the first it was intended to be a Christian college. The trustees in their first published statement, August, 1833, say: "The board wish it to be distinctly understood that the essential doctrines and duties of the Christian religion will be assiduously inculcated, but no sectarian peculiarities of belief will be taught." In their annual report, issued September, 1835, they say: "During the past year the board of trust have received new manifestations of the favor of God upon the work in which they are engaged. He has enlarged the circle of the friends and benefactors of the institution, and has again visited it with the converting influences of His Spirit, bringing a large portion of the youth connected with it to consecrate themselves to the service of Jesus Christ. Engaged as the board profess themselves to be in advancing the Redeemer's Kingdom by means of this institution of learning, so signal an expression of the approbation of God can not fail to be the occasion of devout gratitude to Him and of increased ardor in the work."

In the same report they say: "The honor of originating Marietta College is not claimed by the board of trust; its existence can not properly be ascribed to them or to any combination of individuals, but to the leadings of Divine Providence." The establishment of the college not only had the warm approval of the most intelligent Christian men West and East, but the trustees were urged to go forward by such men as President Day and Professors Goodrich and Silliman, of Yale College, Rev. Dr. William S. Plumer, of Richmond, Va., and others. The trustees seem to have been influenced by considerations of duty from the beginning, and their earnest, unceasing, and self-denying labors, with the remarkable generosity shown in their oft-repeated gifts, prove that they regarded themselves as engaged in a work laid upon them by the great Head of the Church.

We have been looking back over this period of fifty years to see how Marietta College came to be. We have inquired into its origin and antecedents. Let us look now at its name and its locality.

For fifty years it has remained in the same place; it has borne the same name; it has been the same institution. Some colleges are named from a founder, or early donor, as Williams, Harvard, Vanderbilt. Some bear the name of a distinguished man, as Washington, Hamilton, Franklin, Lafayette. Some are named from a State, as the College of New Jersey. Ours is named from the town where it is located. There are some advantages in this method of naming. The name of an early donor may be given prematurely. There are some institutions that might be glad to drop the personal name they bear. The name of a State is too general, and the name of a donor, or a man of eminence, is not a sufficient designation. The graduates of the oldest college in the country in preparing for their two hundred and fiftieth anniversary in 1886, are trying to find out something about John Harvard.



MARIETTA COLLEGE.

Yale College seems to have had at first neither place nor name. It dates from 1700, when ten ministers presented some forty books for the founding of a college in the colony of Connecticut. It was chartered in 1701, and at their first meeting the trustees ordered "that there shall be and hereby is erected and formed a collegiate school, wherein shall be taught the liberal arts and languages, in such place or places in Connecticut as the said trustees with their associates and successors do or shall from time to time see cause to order." It was nominally at Saybrook, but in fact at Killingworth, where the rector or president lived. After his death, in 1707, the senior class were with the rector at Milford and the rest of the students with the tutors at Saybrook. It was finally located at New Haven, in 1710. It had no legal name till 1745. It was simply the Collegiate School. In 1718 Elihu Yale sent from London goods to the value of £200, equal to about $900, and the trustees gave his name to a building they were then erecting. By degrees the name was applied to the institution itself. It was not until 1745 that the name was given by charter to the corporation.

The College of New Jersey, in operation since 1748, is called by various names. At the inauguration of the present president the trustees speak of it as the College of New Jersey, the undergraduates call it Nassua Hall, and Dr. McCosh calls it Princeton College. Even in its own catalogues it receives the popular as well as the official designation. Not unfrequently we hear it said that such a man was educated at New Haven or at Cambridge, instead of Yale or Harvard.

Marietta is a good name for our college. We have those among our benefactors whose names might have been given to the college with much appropriateness; but they would not have desired it. Its present name identifies the institution with the town. Marietta men founded it and they have most generously nourished it. The name has thus an appropriateness aside from its being a designation. The name is euphonious and historical. It takes us back to the most interesting decade of our national history. It was given to the infant city by the officers of our War of Independence just before the breaking out of the French revolution that carried to the scaffold the unfortunate Marie Antoinette, and was intended to commemorate the sovereigns by whose aid our independence was achieved. As the day approaches which will mark the centennial of the founding of Ohio, Marietta will become more and more a familiar word to the people of the State and the great Northwest. We are glad that no one has tempted our trustees to transfer this college to some other locality.

As the college has remained in the same town where its existence began, so has it remained in the same part of the town. The private institution which was its precursor had two or three local habitations, but the college, as well as the collegiate institute, has always been on the city square, between Fourth and Fifth streets, Putnam and Butler. In the early days the question of a change of location was discussed. At a meeting of the trustees in September, 1835, Dr. Cotton was authorized to purchase the square known as the Foster square (between Fifth and Sixth streets, and south of Wooster). In the January following this entry appears: "The following resolution was submitted by C Emerson and unanimously adopted: *Resolved*, as the present opinion of this board, that it is expedient to erect the college buildings of Marietta College on the hill land purchased by Dr. Moore of D. H. Buell, esq., or on lands contiguous thereto, provided suitable accommodations and arrangements can be made for that purpose." The magnificent views which a site on the hill furnishes were a strong inducement to make the change, but other considerations finally decided the question. Probably the present site is the best in the town for the purpose.

The south building of the present group was commenced in 1832 by Messrs. Bingham and French, and was completed by the trustees in 1833. It was originally intended to be three stories in height, and a catalogue issued in 1832 gives a plate of it as such a building, but the plan was doubtless changed before the edifice was finished. The land attached to the building and transferred with it to the trustees

in 1833 was a little more than half the square—the half on the Fifth street side, with 150 feet front on Fourth street. The campus or college yard proper was a lot of 150 feet in width, running through from Fourth street to Fifth, and lying a little south of the middle of the square. There were three dwelling houses on the square, all on the Fourth street front, and a brick building on Putnam street erected in 1813 for a cotton factory. In the winter of 1834–'35 the house of Mr. Billy Todd, at the corner of Putnam and Fourth, was purchased. It was used till 1870 as the president's house, and for students' rooms till 1874, when it was taken down. The lots south of the original college yard, with a brick dwelling house built by Benjamin Corp in 1817, were purchased of Wm. Slocomb in 1836. The house was afterward owned by Mr. Hinman, but came into the possession of the college in 1854. Since 1870 it has been used for the preparatory department, a large frame addition having been made to it. The brick building on Putnam street was fitted up and used for some years for the English school and for the academy, and was removed in 1869.

The building erected in 1832–'33, now used as a dormitory, served for all purposes till 1850. It contained, besides rooms for students, the chapel, recitation rooms, with accommodations for the library, cabinet, and apparatus. Rooms in the basement were intended for recitation purposes and were so used for about ten years.

The corner stone of the middle building of the group was laid at commencement, 1845, the Hon. Lewis Cass, of Michigan, making a brief address on the occasion. Remarks were also made by President Linsley and Nahum Ward, esq. The whole work of the college having been crowded into one building for so long a time, the greatly increased accommodations furnished by the new structure were fully appreciated both by faculty and students. * * * The completion of the north or library building in 1870 enabled us, by the transfer of the chapel service, to provide two additional recitation rooms, and to give to the college and society libraries their present elegant and commodious quarters.

A word more may be said about these buildings. They were built almost exclusively with home funds. The first money raised at Marietta was to purchase the institute property. What was obtained abroad was used for the support of the professors and other kindred purposes.

The second edifice originated in an effort to provide a temporary building for the philosophical and chemical lectures. In was proposed to raise $1,000 in subscriptions of $2, each donor to have certain privileges of attendance upon lectures. The plan was subsequently enlarged and the present building was erected. For it the college is indebted to the citizens of Marietta and Harmar, with some aid from other parts of the county. The whole work was done under the direction of a building committee appointed by the donors, Hon. Rufus E. Harte being the architect and superintendent. The original subscription is interesting for the signatures, containing nearly 200 names, most of them autographs.

The third building was also erected with home funds. For this the college is indebted to the generosity of the alumni. It is their gift to their mother, and was intended to be a memorial alumni hall, and to furnish accommodation for the college and society libraries. * * * Thus this college has had her buildings erected by the citizens of the place and its vicinity, and by her children who sought to provide for her material wants. She has squandered no money in brick and mortar for the purposes of display, but from the first there has been the earnest desire to furnish both instructors and students such books as were needed for their work.[1]

In the first catalogue, issued in the year 1837–'38, these words are found: "The college library contains about 3,000 volumes, embracing an extensive and choice selection of philological works procured by the professor of languages on his recent visit to Europe. For this portion of the library a convenient room has been fitted

[1] ANDREWS HALL, a cut of which appears on another page, a large building with modern equipments, has been built almost entirely with funds subscribed by the citizens of Marietta. It is designed for the use of Marietta academy.

up, which is open to the students a portion of each day for reference and study." How the college came by these philological books is told by Rev. John Todd, D. D., writing in 1847: "A few years since a plain farmer left his hard-earned property to the care of a few friends to distribute. We gave $1,000 to each of several colleges, and directed that the money be laid out for a library. In consequence of these books the now able president of Marietta College (Rev. Dr. Henry Smith) has compiled a lexicon, which is an honor to him and to our country. He has dedicated it to the memory of the good man who gave the money. What a beautiful monument has God thus erected to the memory of Samuel Stone!"

That the trustees of an institution just starting into life should have appropriated for the purchase of Greek and Latin classics, with lexicons, grammars, and other helps, the first thousand dollars given for books, is worthy of record. It may truly be said that the trustees of Marietta College have from the first appreciated the importance of a good library. Books they have held in higher esteem than buildings. They have not compelled their professors to make brick without straw. At the celebration of the twenty-first anniversary in 1860 the whole number of volumes in the colleges and society libraries was 17,000. There were then only fifteen colleges in the United States that reported a larger number. According to the last report of the United States Commissioner of Education, of three hundred and sixty-two colleges reported, twelve have more books than Marietta, two have the same number, and three hundred and forty-seven have less. Our total is now somewhat larger than at the date of the Commissioner's report, being 33,000 volumes. At the one hundred and fiftieth anniversary of Yale College, President Woolsey gave the number of volumes in their college library as 22,000. At our fiftieth anniversary we report, exclusive of the societies, 20,000.

Much is said of late of the use of books in a college library by the students for reference. It will be noted from the extract just read from our first catalogue that arrangements of this kind were made here very early, so far as the classical department of study was concerned. The classical books were placed in a convenient room, open to students a portion of every day for reference and study. All the early students will remember the philological room, where the philological library was kept. Though there have been some changes of rooms, it is pleasant to know that the philological room of old is the Greek room of to-day.

While the books purchased for the college library have been for the most part those directly connected with the work of instruction, it has been enriched by gifts from various persons, more particularly in the historical department. Prominent among the names of these donors is that of the late Samuel P. Hildreth, M. D., LL. D. Dr. Hildreth, who came to Marietta from Massachusetts early in the century, was an indefatigable collector of historical material as well as specimens in the department of natural history. Both his valuable collections were given to the college, and are designated as the Hildreth cabinet and the Hildreth cabinet library. The latter, to which additions have been made by his son, Dr. George O. Hildreth, now contain over 800 volumes. In this collection are also many manuscripts relating to the early history of Ohio, gathered and bound by Dr. Hildreth.

The correspondence and other papers of Gen. Rufus Putnam, including nearly twenty commissions, civil and military, the earliest dating back to 1760, have also been given to the college by his grandson, the late Col. William R. Putnam. By these and other gifts the library has been growing more and more valuable in the department of American history, especially that of Ohio. * * *

A valuable addition was made to the library a few years since by Mrs. Elizabeth W. Lord, widow of the late Dr. Asa D. Lord, so long and prominently connected with educational work in Ohio, and afterward superintendent of the State Asylum for the Blind at Batavia, N. Y. The gift comprised about a thousand volumes and five hundred pamphlets, mostly of an educational character, and including many rare journals and reports.[1]

[1] By donations and purchase the libraries now (1891) number about 43,000 volumes.

What has been the character of Marietta College? Has it been a genuine college? Has its character corresponded to its name? It has not called itself a university; it has not professed to do university work, in distinction from college work, if the distinction can be stated. It has aimed to give young men such facilities of study and instruction that they could be recognized in the world of letters as men of liberal culture.

The name of college was given to it by the legislature in 1835, and there were two college classes in the autumn of that year. At the beginning there were four departments of instruction, each in charge of a permanent professor. There were the departments of moral and intellectual philosophy, of the Greek and Latin languages, of mathematics and natural philosophy, and of rhetoric and political economy. There was not at first a distinct department of natural science, though instruction was given in chemistry, etc., by the professor of natural philosophy. In this Marietta was not an exception; at that time the juniors of Williams College recited in chemistry to a tutor and heard a few lectures from a professor. But in 1840 provision was made here for regular instruction in chemistry and mineralogy, and in 1846 this department was established by the election of a permanent professor. From that time to this the time of one professor has been devoted to this class of studies.

Though there was no professorship of chemistry at first, there was one of rhetoric and political economy. When this was left vacant in 1840 by the resignation of Professor Allen, the work was divided between Professor Kendrick, who was elected in his place, and Professor Smith. The catalogue for that year gives their work as follows: Henry Smith, professor of Greek and rhetoric; John Kendrick, professor of Latin, political economy, and English literature. A few years later the two languages were brought together again under Professor Smith, and the two English branches were placed in charge of Professor Kendrick. On the election of Professor Smith to the presidency in 1846, Professor Kendrick was made professor of the two languages, and the English work was divided among the different members of the faculty. As, besides the four permanent officers, there was a tutor, there were five men engaged in college instruction. With three exercises a day of each class and four classes, there would be twelve exercises each day for the five instructors so that no one would be required to attend more than three recitations or lectures a day.

This was the general plan for about 25 years, when a professorship of rhetoric and English literature was reëstablished, and a few years later the department of ancient languages was divided. For the last 20 years there have been six permanent officers of instruction: two in the higher English studies (as mental and moral philosophy, rhetoric, logic, English literature, political economy, civil government, international law, etc.); two in the general departments of the classic languages, giving instruction also in German and French; and two in the departments of mathematics and the various branches of natural science. In recent years all the college work has been done by the permanent professors, the time of the tutor having been given to the preparatory department. It should be stated that at no time have the college professors been required to give instruction in the preparatory department. If any temporary work has been done there it has been voluntary, and extra compensation has been made.

We need not be ashamed of this record of the work done here. That Marietta entered upon her career with four permanent officers of instruction, and upon her second quarter century with five, and for many years has had six, whose whole time has been given to the college classes, entitles her to great credit; much more than she may receive from those who have little knowledge of the history of colleges in this country. Colleges are a little ambitious to show a large list of names in their faculties, and many persons doubtless think that the old institutions have always had many professors.

When Timothy Dwight became president of Yale College, the institution lacked only five years of the close of its first century. President Dwight entered upon his col-

lege work with one professor and three tutors. There was a chair, as we say, of mathematics and natural philosophy; but none of Latin, none of Greek, none of natural science, none of rhetoric and English literature, none of political science. The president, with Prof. Josiah Meigs and Tutors Stebbins, Sherman, and Atwater, constituted the college faculty. * * * There was no linguistic professor there till 1805, when James L. Kingsley was elected professor of Hebrew, Greek, and Latin. There was no separate professor of Greek till 1831.

The history of Harvard is similar. Besides the president there was in 1800, when Harvard was in the last half of her second century, but one professor whose duties were in what we should call the college department: Samuel Weber, professor of mathematics and natural philosophy. There was no professor of Latin or Greek till 1811. Williams College, which began its work in 1793, started with a president and one tutor. There was not even a professor of mathematics and natural philosophy for 13 years, and none of the classics for 22 years. And there was but one chair for the two ancient languages till 1853. The college laws, 1795, make no mention of professors. The president and tutors are the teachers and executive body.

This glance at the early work of some of our colleges of highest repute shows that almost all their instruction was at first by tutors instead of professors. Often these tutors began their teaching immediately after their own graduation. The difference between permanent and temporary instructors was the same then as now, and it was a great improvement in a college when students received their instruction from permanent professors. At Marietta there has been no occasion for this change, as nearly all the instruction has been professorial from the beginning. In the first catalogue issued every study now thought essential to a liberal education is enumerated. Even the German is not omitted; and through almost the whole history of the college German has been studied, either as required or optional. Political science has also had a prominent place. Complaint is often made that in many colleges little or no attention has been given to studies of a governmental and economic character. Whatever may be true of other colleges, Marietta is certainly not open to this charge. These branches have always been taught here, and for the last quarter of a century they have been made specially prominent.

The best course of study, however, requires efficient trustees and able instructors. Without these, no institution will do educational work of a high grade. * * *

The two charters of December, 1832, and February, 1835, contain the names of the same nine gentlemen. The resignation of Arius Nye, esq., was accepted in March, 1835, and Mr. John Crawford seems not to have acted after 1834. Of the other seven, Dr. John Cotton was a graduate of Harvard and Rev. L. G. Bingham of Middlebury. Mr. Douglas Putnam had finished his junior year at Yale, and Dr. Jonas Moore had been through the first three years at Dartmouth. Col. John Mills and Mr. Anselm T. Nye—both natives of Marietta, as also Mr. Putnam—had enjoyed the advantages of the good schools of Marietta, and had received some classical instruction. Caleb Emerson, esq., who had come to Marietta in early manhood, had an insatiable thirst for knowledge, and taught himself Latin, so that he was able to teach his children. All these were men of mark. They had strong individual characteristics, but they labored together with great harmony to establish the college which they loved. They were all earnest Christian men, and desired to build up an institution where high intellectual culture might be blended with earnest sincere piety. They represented three denominations of Christians, but as trustees they knew no lines. In 1838 Rev. Addison Kingsbury, educated at Amherst and Andover, was elected a member, but there was no other addition to the board till 1845. * * *

Of these early trustees, only two survive: Mr. Douglas Putnam, one of the founders, and Rev. Dr. Addison Kingsbury, a member since 1838.

In 1845 an amendment to the charter was secured, authorizing a large number of trustees. Since that time 39 gentlemen have been elected. Seventeen of them have been clergymen and 22 laymen. Eight have been connected with the college as students. Fourteen of the 39 have died, and 18 are now members of the board. In-

cluding the 3 presidents, who are members *ex officio* of the board of trustees, there have been just 50 members; a half century of years and a half century of trustees. Eleven of the trustees have been the descendants of the men who founded Ohio and the northwest through the settlement made by the Ohio Company, and 8 others have been connected with the early settlers by marriage. * * *

Fifty years ago it was a rare thing, even in the oldest institutions, for a professor to go abroad to improve himself by foreign study. But Marietta in her very infancy gave leave of absence to Professor Smith for this purpose. In December, 1834, the trustees passed a resolution that Mr. Smith have leave of absence, with a continuance of salary, from and after the 1st of July, 1835, to the 1st of November, 1836, for the purpose of study.

It will be seen that this arrangement was made while the institution was yet a collegiate institute. The full college charter had not yet been obtained; though steps were taken at that meeting for securing it. Stronger proof could hardly be given of the desire and purpose of the trustees of this young institution to make it a place where young men could have the highest advantages of liberal culture. That the purpose to have well qualified professors is still operative appears from the fact that of the six who have been elected here within the last 12 years, five studied abroad after graduating, and the sixth had devoted 4 years to post-graduate study in Johns Hopkins University. Four of the six have received the degree of doctor of philosophy, on examination, from Harvard, Yale, Princeton, and Johns Hopkins.

There have been in all twenty-one professors, including the first president, not including the first principal of the academy. These were graduated as follows: Three from Middlebury college; three from Dartmouth; two, Williams; two, Amherst; two, Yale; one, Harvard; one, Princeton; one, Iowa; one, Beloit; and five, Marietta. Besides those educated at our own college, thirteen were from New England colleges, two from western colleges established on the model of the New England colleges, and one from the old College of New Jersey. * * *

The statements now made concern the completeness of the course of study and the character and fitness of those constituting the boards of trust and instruction. In order to know what the college has accomplished in its first half century the inquiry must reach the number of students who have here been educated.

The first class was graduated in 1838, and the number of classes, including that of the present year, is 48. The total number of graduates is 566. All but 24 of this number have received the degree of bachelor of arts, having completed the course of study prescribed in the best colleges of the country. Ten have pursued the course in which German and other studies are substituted for the Greek, and 14 have taken the scientific course, which has now been given up. Five hundred and sixty-six graduates in 48 classes gives a yearly average of a small fraction less than 12. To some this annual average and this total for 48 years will seem small. Those who are not familiar with higher education and its statistics, especially in the West and South, think large colleges are the rule and small ones the exception. They read in papers of the number of students in attendance at various colleges and suppose them all to be members of the 4 regular classes—candidates for the first degree in the arts or a kindred degree. For some colleges the supposition would be correct; for many it would be incorrect. To find the number of college students proper you must take one-fifth or it may be one-tenth of the number reported in the newspapers.

The number of colleges in the United States graduating large classes year by year is very small. They can almost be counted on one's fingers. According to the last report of the United States Commissioner of Education, 46 per cent. of the colleges reporting the number of students in attendance have senior classes, in the classical course, numbering five and under. And 62½ per cent. have senior classes of ten and under. In all the colleges reporting, the average number in the senior class (classical) is eleven. Deduct ten of the largest colleges and the average senior class of the remainder is only eight; deduct twenty colleges and the others average senior classes of seven.

The number of graduates in a given period is a much better criterion of the work accomplished by an institution than the total number in attendance. A college is established to secure a specific result. Students resort to it to receive a certain amount of culture and discipline, which is tested by examinations and indicated by the testimonial of the college. When the inquiry, then, concerns the amount of work done by an institution in 25, or 50 or a 100 years, it is equivalent to asking what has been its contribution to the number of liberally educated men. The question is not as to the number on the catalogue; not how many have been in attendance a few months, or a year, or two years, but as to the number who have completed to the satisfaction of competent judges the work necessary for a degree. To say of a college that it has given instruction to so many hundreds, in a given number of years, or thousands it may be, while it has graduated but a small fraction of those who have been enrolled in its regular classes, is not quite the language of commendation. The inquiry at once suggests itself, what has become of the large fraction who did not complete the course?

What proportion of the students that are matriculated in the colleges of the country from year to year remain till their graduation, there is no means of knowing from published documents. The probability is that the number of graduates, taking all the colleges, is much less than half the number that enter. The only college, so far as I know, whose general catalogue contains the names of all the members of the several classes, as well as the graduates, is Williams. In that institution for the 60 years, from 1820 to 1880, a little less than 64 per cent. of the matriculates have finished the course. The statistics of Marietta give a ratio approximately the same; the graduates in her forty-eight classes being a little more than 63 per cent. of the number matriculated.

As the course of study occupies 4 years, and the catalogue gives the members of the four classes, if a class during its course of 4 years suffered no diminution the number of graduates for a series of years would average one-fourth of the number on the catalogue for the same time. But losses will occur through death, sickness, poverty, etc., and if the graduates average one-fifth of the names on the catalogue, the record is a good one. Taking the forty-eight catalogues of Marietta the number of graduates is a little more than one-fifth the number enrolled on the catalogues. This permanence of students in a college may be expressed also by comparing the number of seniors with the number of freshmen for a series of years. For our whole history the seniors have been to the freshmen as 70 to 100. In some instances, a class has numbered more at the close of the senior year than at the beginning of the freshmen.

Including that of the present year the number of classes graduated, as already stated, is 48 and the total number of graduates is 566, giving an annual average of 12, nearly. Harvard College in its first 48 classes numbered 301 graduates; and its annual average did not reach the number ten till it had sent out 82 classes; and to reach an average of twelve required 88 years. Cornell University gives the first degree in the arts to six students the present year, and Washington and Lee University conferred but a single college degree the last year.

Our first class of graduates numbered 4, and there has been one other class of 4. There have been three classes of 22 each. There have been fluctuations here as elsewhere. Most colleges have had classes of three, two, one. Four is our smallest class. Many institutions have occasional blanks in their early history. The forty-seventh class at Harvard numbered eleven; the next year was a blank, there being no graduates. Marietta has been fortunate in escaping the loss of an entire class. A small class one year does not imply a succession of small classes. In 1868 the number of graduates was a small one, as our record shows. But in the 10 years following there were more graduates than in any other 10 years in our history. And 3 years after the graduation of that small class there was a larger number admitted than in any other year.

While thus looking at the succession of individual years, there have been fluctuations in attendance and in the number of graduates, there has been steady progress if we regard the decades of years. In the first 9 years, covering the number of classes in the administration of the first president, the number of graduates was 85. In the 9 years of the second administration the number was 93. In the first 10 years of the third administration there were 109 graduates; in the second decade, 128 and in the third, 151. Thus each period shows an advance over the one preceding it, the gain of the fifth over the fourth, however, being much the largest of all. The last decade shows also a higher degree of permanence than either of the preceding decades. The annual average of graduates for the whole period being a fraction over 20 per cent. of the number on the catalogue, the average for the last 10 years is 23 per cent.

It is not strange that the friends of an institution should desire for it large classes. This is an indication of prosperity obvious enough to the most simple. But, as a test of excellence, it is by no means trustworthy. The desire for large numbers is a temptation to make the terms of admission too easy; to adapt the requirements to the attainments or lack of attainments of the candidate. The hospitality so characteristic of Western homes is worthy of all commendation, but the hospitality of a college, which is open to all comers, regardless of their fitness, does not commend itself. Unfortunately, the ambition to secure students is not limited to the West, or to institutions still young. Some of the oldest and richest colleges in the country seem to be as eager in the race for numerical supremacy as rival cities in the strife for growth in population. Western colleges that aim to do genuine and thorough work are thus exposed to a double embarrassment; obliged on the one hand to meet the strong desire for numbers manifested by colleges and universities that think more of the name than the reality, and, on the other, to encounter the strenuous efforts for patronage put forth by institutions of long standing and high repute that might better rely upon the prestige which comes from large endowments and historic fame.

If we look at the highest educational good of the student, the small college, other things being equal, has indeed the advantage. The method of instruction at the United States Military Academy, where the number in the recitation room is always very small, is unquestionably the best for the pupil. And one of the chief arguments for the elective system is that classes would be divided into sections, and thus the instructors would be enabled to do their work more efficiently. Taking the whole period of our history, the average number in the class room has been about fifteen. It can hardly be doubted that more improvement has been made, a better education secured, than if the number had been twice as great. With thirty in a class two sections would be necessary, and that would require an increase of instructors. That hitherto the number of teachers in our larger colleges has not kept pace with the increase in the number of students can not be questioned, and in this respect, therefore, the character of their work has not improved. The evil of large numbers in a recitation room is obvious enough when those reciting together are of the same grade; it becomes much more serious when a portion of the students are two or three years behind the others in discipline and attainments. If the friends of Marietta are desirous that the classes should be larger, they must remember that this renders imperative a corresponding increase of endowment, if the same standard of excellence be maintained. * * *

The graduates of Marietta are distributed among the various professions and occupations as follows: 34 per cent. are clergymen; 28 per cent. business men; 17 per cent. lawyers: 8 per cent. physicians; 8 per cent. professors and other teachers; 5 per cent. all others. The proportion of business men is large, but this is no cause of regret. It is rare now to find an intelligent man holding the opinion that the cost in time and money of a liberal education is thrown away if the graduate does not enter one of the learned professions. The great business enterprises of our times are demanding men of the best intellectual training as well as of high natural capacity.

Eighty-six of our alumni are the sons of clergymen. In a large number of cases there have been two or more graduates from the same family. One hundred and sixty-eight of the 566 alumni are in groups of two, three, and four brothers in the same household. Three families have sent four sons each, fourteen have sent three, and fifty-seven have sent two. Twenty-eight have received degrees whose fathers were students before them. It may also be added that 120 of the graduates are the descendants of the early settlers, representing sixty of the pioneers.

FINANCIAL HISTORY OF THE COLLEGE.

The enterprise was entered on in the firm belief that such an institution was needed, and the movement was made by men who were willing to show their faith by their works. The first efforts to raise funds was made here in March, 1833. Something more than $8,000 was raised, of which the seven trustees gave about half. The trustees assessed each other. * * * Many citizens of Marietta and vicinity have given often and largely according to their ability, and the aggregate amount contributed by those who have lived here, including bequests, probably exceeds $280,000.

The first efforts at the East were made by Rev. Mr. Bingham, one of the trustees, and by Professors Allen and Jewett. * * * Among the largest early donors at the East were Samuel Train, esq., of Medford, Mass., and Hon. Thomas W. Williams, of New London, Conn.

Very little expenditure for agency work has been made during the last 30 years. What has been done in a financial way has been chiefly by the president in vacation and by correspondence. There has been no absence in term time to interfere with his regular work of instruction. * * *

Since the present year began another bequest has been left to the college by Mr. Cornelius B. Erwin, of New Britain, Conn. He has left $15,000 to endow ten scholarships, and $15,000 for the general purposes of the college. This institution is also one of five residuary legatees. It is estimated by those acquainted with the value of the estate that this residuary portion will much exceed the direct bequest. Mr. Erwin began to give to Marietta College many years ago, his first gifts being to aid young men in the payment of tuition. Very soon he signified his purpose to provide in his will for five scholarships of $1,000 each. The idea of helping young men remained with him, though he increased the sum and made the basis more liberal to the college.

It should be noticed that this bequest of Mr. Erwin, which promises to be much the largest the college has received, comes from one whose early advantages were very limited, while he greatly desired an education. He determined to use a portion of that wealth which God had given him to help young men to obtain that which he wanted but could not secure—a liberal education.

Besides these large bequests others are known to exist in the wills of living persons; and such additions to the funds of the college may be confidently expected from the alumni and others. The financial outlook is full of encouragement. The large wealth of the old colleges comes from recent gifts. Yale College was 150 years old before its endowment for general purposes had reached $140,000. In 1864 the funds of Williams College for all purposes amounted to but $90,000. Thirty years ago Princeton was virtually without endowment. In 1862 the estimated value of our whole property was $77,000. Aside from the residual bequest of Mr. Erwin, the net resources of Marietta are now nearly five times that amount. Thus, in financial matters as in other things, the fifth decade of the college has been the most prosperous in its history.[1]

[1] It is an interesting fact that Dr. Andrews, the author of this sketch, left by will one-half of his estate to the college. A gift of $50,000 by direct bequest from the estate of Mr. Fayerweather, of New York, has been supplemented by a like amount from his executors. Also a large number of scholarships have been endowed by friends of the college.

The coincidence in time between the completion of 50 years of the life of the college and the close of my administration, makes a few personal words not inappropriate. Taking my first degree at Williams College, in 1837, I was appointed a year later tutor of mathematics at Marietta, with the understanding that the professorship in that department, then vacant, would be given to me if mutual acquaintance should make it advisable. Detained awhile by my engagement at the East, I could not reach Marietta till the winter. Through the kind consideration of the trustees, my probation was brief, the election to the professorship being made within 3 months after my coming here, my duties to begin with the next college year. In 1850, on the resignation of Colonel Mills, who had given gratuitous service as treasurer for 17 years, I was appointed to succeed him. In January, 1855, on the resignation of President Smith, the trustees elected me to the presidency. For 47 years, therefore, I have been in the service of this college: One year as tutor, 16 as professor, and 30 as president. A life less eventful could hardly be found. Serving under trustees for whom I had the highest respect, and whose plans it was my earnest desire to carry out, and associated in instruction with men of ability and fidelity with whom it has been a joy to work, these 47 years have passed quietly and pleasantly, almost imperceptibly.

It has been my good fortune to know personally every member of the board of trust, every member of the board of instruction, and every alumnus of the college. Of the 566 graduates all but four—the first class—have been graduated since my connection with the institution began, and nearly all have come under my instruction. As professor or president, I have served under every trustee, and, with a single exception, with every professor. It was the resignation of Professor Jewett, in the summer of 1838, that was the occasion of my coming. When I entered on the presidency in 1855 there was no one here of the original faculty; but all were then living. To-day they are gone, not only from us, but from the world which they did so much to bless. Of the eight trustees when I came in 1838, two only survive—Mr. Douglas Putnam and Rev. Dr. Addison Kingsbury. Of the eighteen trustees, in 1855, when my administration began, three only are left—the two just named and Mr. William P. Cutler. Of the twenty members of the present board of trust, all but five have been elected since 1863, or after I had completed a quarter of a century of college work. Of the original faculty, as has been said, none remain; but the venerable Professor Kendrick, who came in 1840, and after 33 years of active service was made Professor Emeritus in 1873, is still spared to us. Of the other professors, all have come since 1869. Our senior professor entered the college when I became President. May his health soon be fully restored, and may he continue for many years to be the senior professor of the faculty of this college.

The work of instruction has always been a pleasant one to me, and my efforts have received from these hundreds of young men all they deserved, and more. Many shortcomings there have been in teaching and in administration; none can know them better than I do. But a sincere desire to secure for every student the best possible culture, an identification of myself with the interests of the institution, and a readiness to do whatever lay in my power to increase its true efficiency and make it in the best sense a Christian college—these, if I know myself, have ever actuated me. Now that my relation to the college is about to be changed, my interest in its success will not, I trust, grow less. My prayer is that in all respects it may prosper; that it may accomplish all that its noble and generous founders ever anticipated for it. And so I commend it to the trustees, to the faculty, to the alumni, to all the friends of Christian learning. I commend it to Him whose servants and stewards we all are, and without whose blessing there can be no true success.

[NOTE.—The following paragraphs are added to complete the sketch from the point where it was stopped in Dr. Andrews's sketch.]

Upon the resignation of Dr. Andrews from the presidency, the trustees elected as his successor Gen. John Eaton, LL. D., prominently and honorably known for many years as Commissioner of Education.

Dr. Eaton accepted the appointment, entering upon his duties in 1886. Under his administration the college has continued to thrive and to maintain and advance the standard so carefully set up during the first half century of its existence.[1] Though Marietta College is not, and perhaps never will be, classed among the larger institutions for higher education in America, very few have kept so rigidly and conscientiously to the standard set both for admission and for graduation, and probably none in the West have adhered more closely to the ideals and traditions of what has been called the "typical Eastern classical college."

Marietta College has within recent years permitted a limited amount (about one-half the work of the junior and senior years) of election of studies by students, perhaps as large an amount as the instructional force of the institution makes possible. The college has not opened its doors to women, nor is it generally supposed there is any movement in that direction on the part of the authorities.

In the catalogue for 1889–90 the names of one hundred students are found in the college proper, from nine States; the arts or classical course is the one pursued by more than two-thirds of the students.

[1] General Eaton has since resigned the presidency.

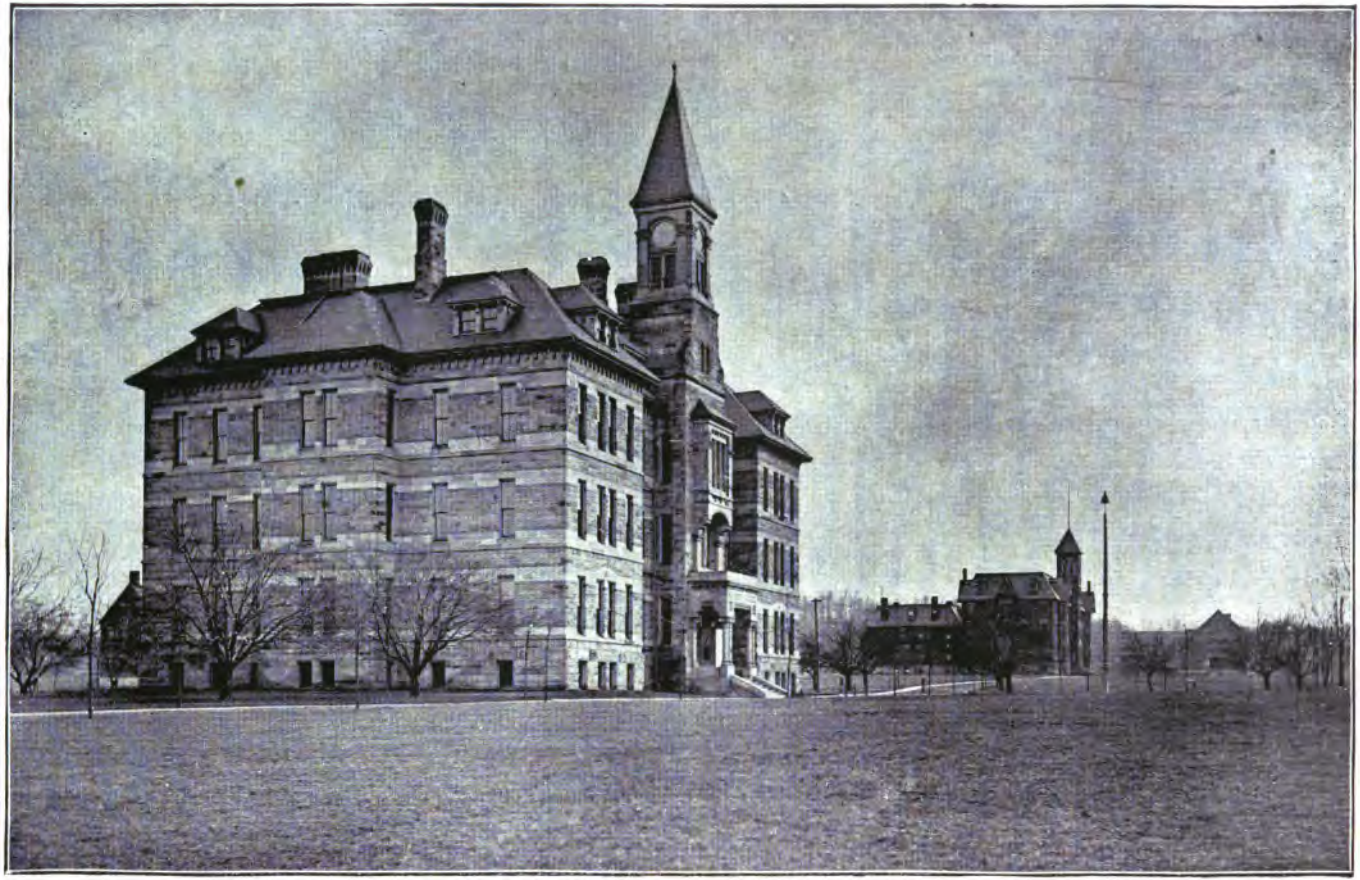
VIII.—WESTERN RESERVE UNIVERSITY.

(Formerly Western Reserve College at Hudson, and now known in its academic department as Adelbert College.)

(CLEVELAND, CUYAHOGA COUNTY.)

When the State of Connecticut ceded her lands in the Northwest Territory to Congress she reserved the property in the soil of that part of her territory extending westward along Lake Erie from the western border of Pennsylvania. This tract, known as the Western Reserve, drew settlers from Connecticut, who naturally brought with them not only the habits but also the religious and educational ideas prevalent in their native State.

Among such a people the desire for educational facilities immediately manifested itself, and in 1803, at the first session of the State legislature, an act was passed, on the petition of a number of inhabitants of the Western Reserve, incorporating the "Erie Literary Society," and authorizing the establishment by it of a seminary. Common schools had been established on the Reserve and it was the intention to establish a college or at least an institution for affording instruction of a higher grade than the common schools. In 1805, with the proceeds of lands donated for that purpose, a building was erected and a school opened at Burton, the first academy in northern Ohio, if not in the whole State. In 1822 the two Presbyteries of Grand River and Portage, which had for several years been raising and expending funds for the education of young men of the Western Reserve for the ministry, took under consideration the question of establishing a literary and theological seminary. After some negotiation an agreement was reached by which the trustees of the Erie Literary Society were to establish a theological department "upon the Andover confession of faith," while the Presbyteries were to provide an education fund to be turned over annually to the trustees for the purpose of educating "pious indigent young men for the gospel ministry." This arrangement was terminable at any time upon a year's notice at the will of eight managers of the education fund if they became dissatisfied with the plan. The connection between the two organizations lasted for 2 years, by which time the managers of the education fund had become convinced that a prosperous institution could not be built up at Burton. As the trustees of the Erie Literary Society could not remove the academy from Burton without forfeiting a portion of their endowment, they declined to accede to



WESTERN RESERVE UNIVERSITY—ADELBERT COLLEGE.

a request for a change in its location, hence the Presbyteries withdrew their support.

A commission of ministers and laymen, appointed by the three Presbyteries in the Reserve, was then chosen to consult and advise as to the course that should be pursued. These commissioners favored the establishment of a new collegiate institution. To the board of the education fund, who had been given perpetual succession, four members were thereupon added, and the twelve were constituted by the Presbyteries a board of trustees for the projected institution. A special committee was appointed to select a location for the institution, "taking into view all circumstances of situation, moral character, facility of communication, donations, health, etc." Several places competed for the location, and in January, 1825, the committee decided in favor of Hudson, where a subscription of $7,000 had been made. A donation of 160 acres was subsequently made as a site for the college.

The next year was spent in procuring funds, obtaining a charter, platting the college site, and drafting plans for a college building. By the charter, which bears date February 7, 1826, the board of twelve trustees were authorized "to fill vacancies which may happen" in their number. The control of the affairs of the Western Reserve College, as it was named, was thus placed in the hands of a close corporation, which consisted from the outset and until about 1880 entirely of ministers or members of the Presbyterian or Congregational Churches. Power was conferred to establish a college "to afford instruction in the liberal arts and sciences," and to "erect additional departments for the study of any or all of the liberal professions."

In the fall of 1827 the college was finally opened. Twenty-three students were enrolled in the college during the year 1827–28—sophomores, freshmen, preparatory, and special; and the instructional force consisted of one tutor, Ephraim T. Sturtevant, a graduate of Yale College. In this humble way the "Yale of the West" was started on its career.

The objects proposed by the founders were "to educate pious young men as pastors for our destitute churches, to preserve the present literary and religious character of the State, and redeem it from future decline; to prepare competent men to fill the cabinet, the bench, the bar, and the pulpit." As to the character of the founders, and the ideal they set before themselves, the words of Dr. Carroll Cutler, president of the college from 1871 to 1887, may be quoted:

> The idea of a college which these men entertained was of such an institution as they had been acquainted with and had enjoyed the advantages of in New England. All the clerical members of the board were college graduates; four from Yale, two from Williams, and one from Dartmouth. Of the lay members, one was a graduate of Yale and one had been a student at Harvard; the rest were Connecticut men, familiar with the organization, spirit, and noble record of Yale College. The other ministers who so earnestly aided and encouraged the work of founding the college were almost all graduates of New England colleges.

The people of the reserve were mostly Connecticut people. They honored and loved those institutions, and believed that a college which was to do the same work for the sons of New England, transplanted to a new soil, ought by all means to be of the same type, and should aim to be of the same rank.[1]

In 1828 Rev. Charles Backus Storrs was elected professor of sacred theology, and in 1830 was chosen president. Between 1828 and 1830 Rev. Rufus Nutting, a Dartmouth alumnus, was elected professor of law, Elizur Wright, a Yale graduate, professor of mathematics and natural philosophy, and Rev. Beriah Green, a graduate of Middlebury, professor of sacred literature. Thus by 1830 the first faculty was organized, consisting of two professors and a tutor in the academic department and two professors in the theological department.

ADMINISTRATION OF PRESIDENT STORRS.

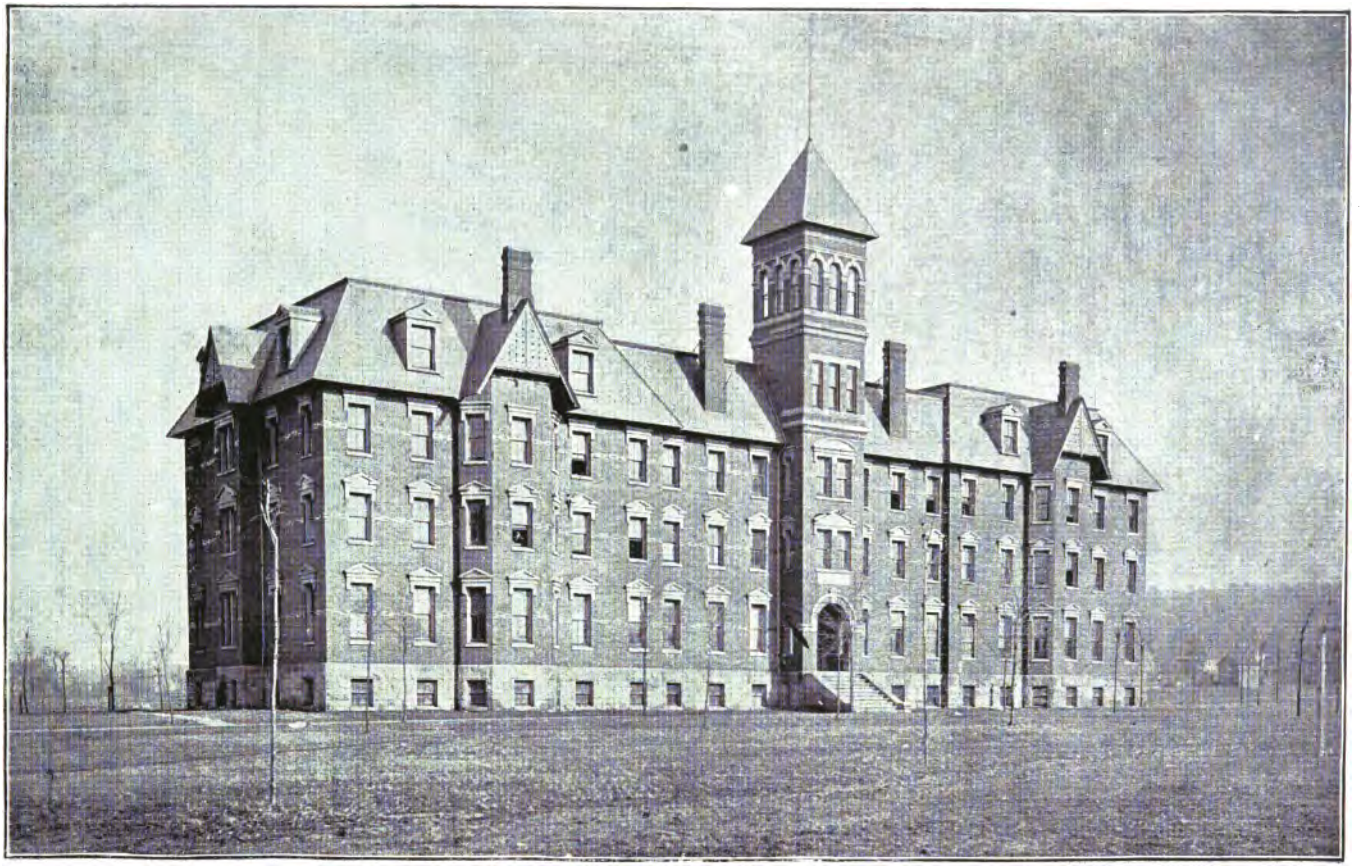
The administration of President Storrs lasted but 3 years, when he died of pulmonary consumption. During his short term, however, the educational work was carried on successfully, the college finances were put into better condition, and several college buildings erected. The course of study laid down was almost a copy of the course then existing at Yale. In 1830 the requirements for admission to the freshman class were made the same as at Yale, "with the exception of Sallust in Latin and the Gospels in Greek," and scarcely wider difference existed throughout the collegiate course. The theological department was established and a course of study laid down. It did not constitute a separate institution, but was in modern phrase merely one of the "schools" in the college.

During these years the donations amounted to about $50,000, excluding subscription notes for several thousand dollars which were never paid. Two college buildings, and the president's dwelling house were erected, and a small library and limited apparatus purchased.

An experiment of this administration was the introduction of the manual labor system. Three workshops were erected, cooper shop, cabinet shop, and wagon shop, and a farm was provided; also necessary tools and superintendence. Each student was required to work either on the farm or in one of the shops at least two hours each day except Sundays, and the profits of the products were to be applied to the support of the students by whom the labor was performed.

This idea, or "hobby of the day," as Dr. Cutler has termed it, was based on the supposition "that young men in college might, like the monks of the middle ages, by laboring on the farm, or in the shop, two or three hours a day, earn their whole livelihood and be the better for it. It was thought to be a sin to devote to mere play or unproductive exercise those bodily energies which might be made to yield material fruits in the form of potatoes or cabinet ware." The system was honestly and thoroughly tried at Hudson, and it failed. The products of

[1] History of Western Reserve College, 1826–1876, by Rev. Carroll Cutler, D. D.



WESTERN RESERVE UNIVERSITY—ADELBERT HALL.

the shops were found to be badly made and hard to sell, as might have been expected from unskilled hands. It was also found that this forced labor was not beneficial to health. The whole system was abandoned by 1852.

During this administration the slavery question very nearly broke up the college. It was the era of warm contention between the "colonizationists" and the "abolitionists" as to the better method for removing the curse of slavery. The president, and two other members of the faculty were ardent abolitionists; the students, who appear to have taken a warm interest in the subject, were divided in their views, while the board of trustees deprecated any active participation in the matter by the college. Two of the trustees were, however, strong "colonizationists," and publicly and privately condemned the attitude of the faculty. The trustees as a body attempted to smooth matters over, and neither censured nor approved the conduct of the three members of the faculty. The news of the controversy at the college spread throughout the reserve, and when, in the summer of 1833, the two members of the faculty who had been the most active abolitionists resigned their places to accept other positions, the conservatives or "colonizationists" rejoiced. In September, 1833, President Storrs died, and the faculty was reduced to one professor and one tutor. This unfortunate controversy over the slavery question won for Western Reserve College the reputation of being a "conservative" institution, opposed to abolition, in contrast with Oberlin, founded soon after, the "radical college."

The college year 1833–34 was an interregnum, as Rev. George E. Pierce, who was elected president in March, 1834, did not enter upon his office till the close of the year. Meantime the vacant chairs had been filled and the educational work went on without serious interruption.

ADMINISTRATION OF PRESIDENT PIERCE.

The work laid out for the new president was of gigantic proportions. The endowment must be increased, new buildings erected, new professorships established, the library enlarged, and the standard of scholarship raised. During his administration, lasting from 1834 to 1855, the three new buildings were erected—an observatory, for some time under the direction of Prof. Elias Loomis; a chapel, and the athenæum, for the chemical, physical and geological departments. The faculty was increased to eight professors, besides tutors. The course of study was made fuller, and more rigid, and the entrance requirements raised to keep pace with Yale College. Dr. Cutler says that the institution at this time "was almost in the minutest particular a faithful copy of Yale College."

The establishment of Oberlin College in 1834, the reasons for which need not be entered into here, divided the support of the Western Reserve between two colleges covering essentially the same ground and each maintaining a theological school. An attempt was made by the

trustees of the Western Reserve College and by a large number of ministers in the reserve to prevent this division of forces, and to that end the theological school of Western Reserve College was strengthened by the establishment of two new chairs; but the Oberlin enterprise was so far organized, and its promoters were so thoroughly in earnest, for many reasons, in their design of establishing a new institution that they continued their project for a new college and theological seminary.

Western Reserve College on account of the unfortunate embroglio of 1833 had obtained the reputation of being, if not pro-slavery, at least only moderately anti-slavery in its sentiments, and this reputation, truly or falsely grounded, was an active cause of the foundation of Oberlin. The college at Hudson undoubtedly suffered in strength and fame on this account, though much of the criticism seems to have been undeserved. The records of the college show that negroes were never excluded from its classes, and that there were negroes in attendance during the very years when this controversy was at its warmest pitch.

A medical college was established in Cleveland in 1843 and connected with the college, a modification of the charter having been obtained permitting this department to be established elsewhere than at Hudson. While nominally a department of the university there appears to have been no close organic connection between the college and its Cleveland medical branch. Since the removal of the entire college to Cleveland the medical school has become organically a part of the university.

The various improvements and enlargements of the college during President Pierce's administration necessitated the raising of large sums of money, and above all the increase of the endowment fund. Notwithstanding all efforts the expenses continued to exceed the income and complaints were made that the management was extravagant, and that the funds were not carefully and safely handled. During the later years of President Pierce's administration the criticism was sharp and the discontent widespread. Dissatisfied with the management the payment of pledged subscriptions fell off, four members of the faculty resigned, the theological department was closed, students left, until in 1852 there were but twenty-three students, and one of the supporting synods and the majority of the donors to the funds, while expressing their "grateful remembrance of the long and faithful services of the president," "deeming it necessary to a speedy resuscitation of the college," requested the president to resign.

This period of internal commotion lasted until 1855 when President Pierce resigned, and his place was filled by the election of Rev. Henry L. Hitchcock, of Columbus. Of President Pierce, Dr. Cutler, the historian of the college, says:

> No man was ever more devoted to his own private interests than he had been to the interests of the college. He was wholly wrapped up in them and made no reservations. Perhaps the very ardor and completeness of his devotion made him too impatient of criticism, too confident that he could not be in any respect wrong.



WESTERN RESERVE UNIVERSITY—COLLEGE OF MEDICINE.

ADMINISTRATION OF PRESIDENT HITCHCOCK.

The task that lay before President Hitchcock was that of repairing and putting afloat again an almost shipwrecked college. He was expected to bring back students, fill again the professorial chairs, and improve the educational status of the institution. This would seem enough for one man, but beyond this he must act as the agent of the college in soliciting funds to liquidate a large debt and increase the endowment fund.

Devoting himself to the latter task as a necessary condition to the successful revival of the college, he succeeded in a few years in paying off the last of a large debt and in adding nearly $100,000 to the endowment fund.

Public confidence in the college soon began to revive, and with its revival came students, a stronger faculty, and better days. The prosperity of the college, like that of so many others, received a setback from the outbreak of the civil war in 1861. Many of its students enlisted in the army, and in 1862 the entire body of students went as a company among the three-months' men, being mustered out again September 29.

During the administration of President Hitchcock the curriculum received but slight changes. The smallness of the faculty forbade any extension of the work. The old-time classical course was maintained in almost pristine integrity.

President Hitchcock, worn out with his labors, thrice offered his resignation between 1867 and 1871, and it was finally accepted in June of the latter year, though he retained his professorship and the direction of the financial affairs of the college until his death in 1873. Rev. Carroll Cutler, D. D., was elected president in the summer of 1871, but was not inaugurated till July, 1872.

ADMINISTRATION OF PRESIDENT CUTLER.

The general policy of the college was not affected by the change in administration, and the chief noteworthy feature of the early part of Dr. Cutler's presidency was the appearance of women in the college classes. For nearly 50 years the institution had been attended only by young men, but the question of the admission of women to the colleges was one whose importance was then being recognized throughout the country, and the new president was a hearty advocate of coeducation. Dr. Cutler himself, in writing of this subject in 1876 in its application to Western Reserve at this time, said:

Before 1872 the question in regard to the admission of women to equal privileges of study and instruction had often been privately considered by the faculty.[1] It was unanimously agreed that if any woman thirsting for knowledge should seek it at this

[1] This must have been merely the expression of personal opinions by individual members, as no direct faculty action on the subject is recorded until 1884.

fountain, she should not be refused merely because she was a woman. Neither the charter nor the laws of the college presented any obstacles to the admission of women, and on inquiry it was thought there would be no objection on the part of the trustees.

The new president, therefore, in his inaugural address announced that thereafter women would be admitted to the college on the same terms with men. Thus, without any resolution or action by either faculty or trustees, the doors of the college opened when entrance was sought by several young ladies in the fall of 1872. Though technically there was nothing irregular in this admission of women, and no written law of the institution was changed in order to accomplish it, custom and sentiment among the alumni, as the sequel has shown, were so strong against their admission that a decade later many were still unreconciled, and it became necessary to add another chapter to the history of this question in its application to Western Reserve College.

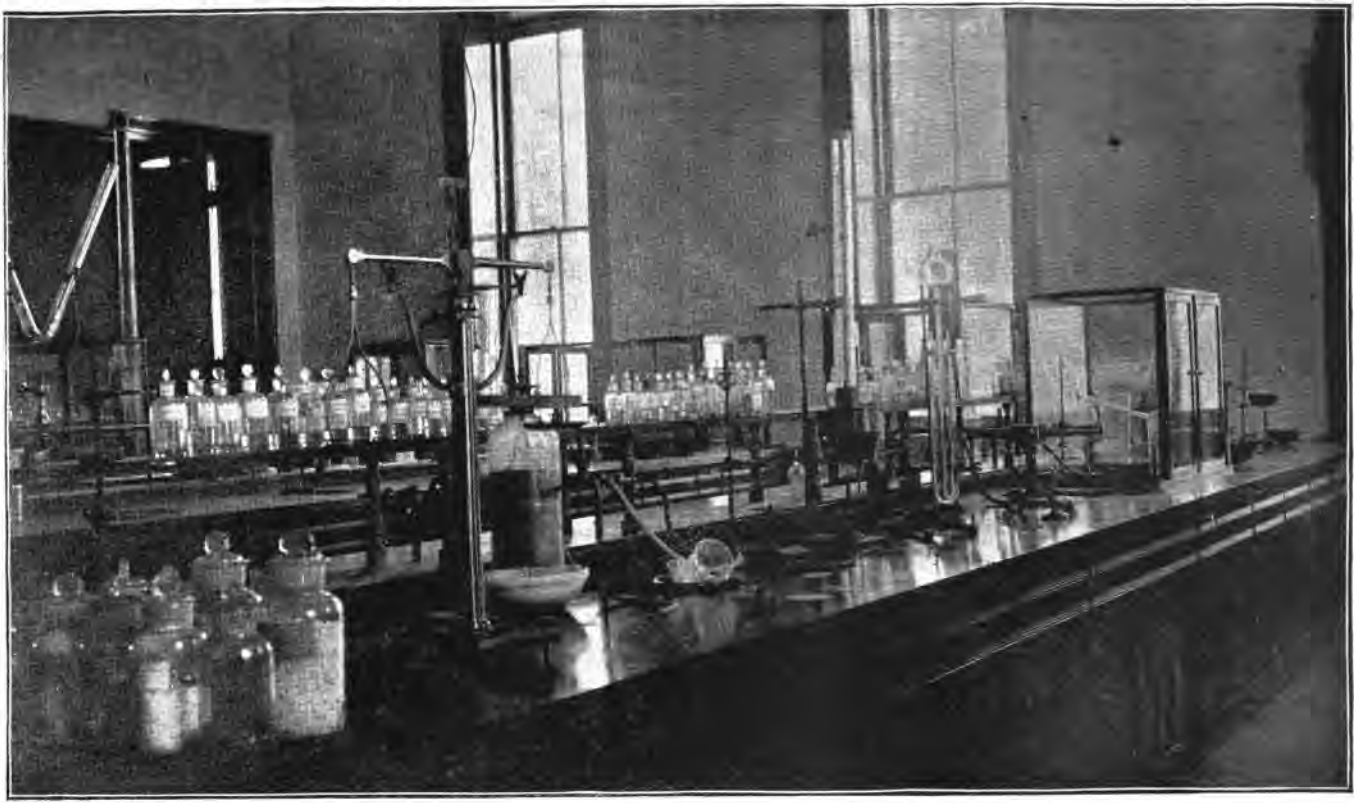
REMOVAL OF THE COLLEGE TO CLEVELAND.

In 1876 were heard the first sounds of a movement that resulted several years later in the transplanting of the college to a new soil and new surroundings. While the college had had a thoroughly honorable career at Hudson, and in the years following the war had been moderately and placidly prosperous, and had given every evidence of a continuance of its quiet and useful labors, a feeling arose that a removal of the institution to Cleveland, under proper conditions, would greatly benefit the institution. The subject first came before the trustees in 1877 or 1878, when a member of the board, residing in Cleveland, presented to that body an elaborate argument in favor of removal. From that day the proposition was warmly discussed by trustees, by faculty, by alumni, by Clevelanders, and by friends of the institution generally.

The buildings and equipment at Hudson, while decent, were neither ample nor sufficient for the needs of the college, and the endowment fund was not increasing, nor would it increase while the college remained at Hudson. Removal to Cleveland, if accomplished, would at least bring new buildings and new equipment, and would be likely to interest residents of Cleveland in the affairs and perhaps the fortunes of the institution.

Gradually sentiment grew on all sides in favor of removal, provided a sufficient building fund and endowment were guaranteed. President Cutler carefully surveyed the whole subject from every standpoint—educational, sentimental, financial, and moral—and having reached a decision in favor of removal, became the hearty and efficient advocate of such a step, provided certain essentials in the way of endowment and buildings that would establish the college on a better basis were given to the college.

In 1880 an offer was made by the late Mr. Amasa Stone of Cleveland to give the college $500,000, provided it be removed to Cleveland, established on some suitable site to be donated by the citizens of Cleveland, and have its name changed (so far as the collegiate department was



WESTERN RESERVE UNIVERSITY—CHEMICAL LABORATORY OF ADELBERT COLLEGE.

concerned) to "Adelbert College of Western Reserve University." This gift and name were a memorial to the deceased son of Mr. Stone. After a careful consideration the proposition was accepted.

In March, 1881, the citizens of Cleveland purchased a large tract of ground situated in a most desirable part of the city, and gave it to Adelbert College and the Case School of Applied Science to be used jointly as a campus and site for the buildings of the two institutions which have thus been planted side by side. Of the gift of Mr. Stone, about $150,000 were used in the erection and equipment of buildings, and the remainder added to the endowment fund. In the fall of 1882 the removal was made and the college opened for students in the new buildings, the old "plant" at Hudson being retained as a preparatory department.

With the new buildings, much fresh equipment in the various departments, a largely increased endowment fund, a strong faculty, and a growing interest on the part of residents of the city in the institution which had been transplanted into their midst, Adelbert College entered upon the work of education at the point where the older organization had left it at Hudson the preceding June. Though the number of students has increased slowly, the course of study has been radically recast, and by the added membership of the faculty, working with an enlarged and improved equipment, the institution has moved rapidly towards the position in the higher educational world which was the aim of the early toilers for the college.

DEVELOPMENT OF THE UNIVERSITY.

At the time of the removal from Hudson to Cleveland, the charter was modified so as to permit the change in name to "Western Reserve University," of which the collegiate department was to be "Adelbert College."

The medical department, opened in 1843, maintained a purely nominal connection with the Western Reserve College previous to its removal to Cleveland. Graduates in medicine received their degree from the Cleveland Medical College, not from Western Reserve, and the board of trustees of the latter exercised no control over the former. In 1884 the medical college was transferred to the trustees of the university, and became formally a department of it, and graduates now receive their diplomas from the university. The medical department has thus become organically incorporated into the university.

In the summer of 1888 the Cleveland Conservatory of Music, which was founded in 1871, was confederated with the university under the university charter as a musical department of the Western Reserve University. This department is not conducted at the Adelbert College building, but in its own quarters elsewhere in the city.

The Western Reserve School of Design for Women, founded and incorporated in 1882, was, in 1888, confederated with the Western Reserve

University as the art department. As the school of design was and is a distinct corporation, the confederation was accomplished by vote of both sets of trustees, the election of two of the trustees of the school of design as trustees of the university, and the election of two of the university trustees upon the executive committee of the art school.

COEDUCATION AND THE COLLEGE FOR WOMEN.

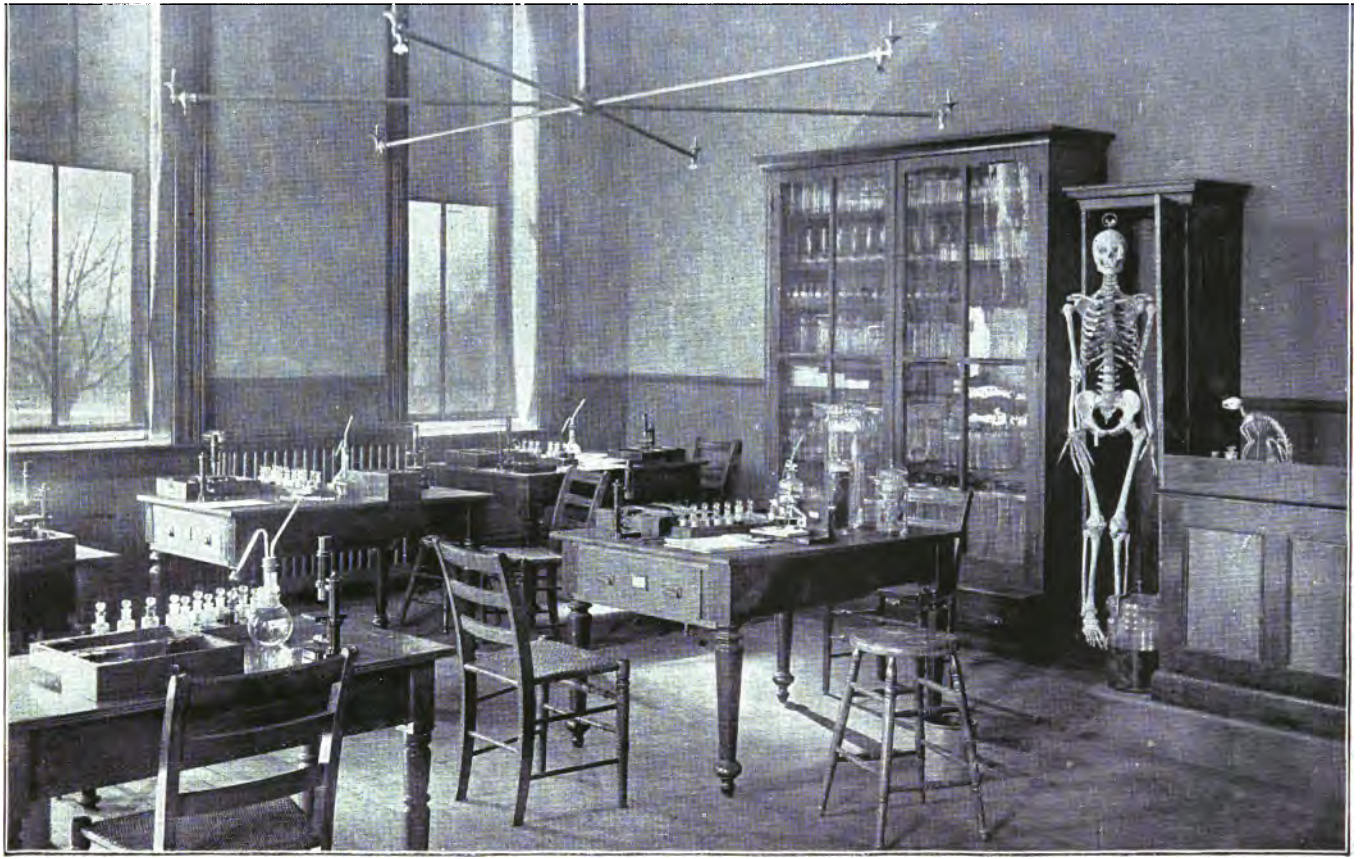
A fifth department was organized and opened under the auspices and as a part of the university in 1888. This was the Cleveland College for Women. In order to recount the history of this enterprise it will be necessary to recur to the history of Adelbert College as distinguished from that of the university.

When women first entered Western Reserve College, it was, as has been seen, without any action of the trustees or faculty. Finding no hindrance, and invited by President Cutler, they entered, and as far as the record of the years following 1872 show they acquitted themselves with credit. But among the alumni a large number opposed the admission of women and were extremely active in their opposition to coeducation, or to the way in which the institution had drifted into it.

In the summer of 1884 the faculty, with the exception of President Cutler, memorialized the trustees not to admit any more women. The trustees tabled the memorial of the faculty, but at the same time voted down a motion definitely and authoritatively committing the college to coeducation. Thus the college continued to allow women to partake of its privileges, because on the records of the board there was no action barring them out. This action or nonaction of the trustees in 1884 simply continued the same uncertain and therefore unsatisfactory state of affairs that had existed previously. President Haydn, who had been a trustee for some years before his election as president in 1887, says in his inaugural address that the action of the trustees in refusing to commit the college on the subject "had the effect to discourage a considerable number of the trustees and to cool their enthusiasm; it alienated a large body of the alumni and friends of the college, among whom are some of her most gifted sons; it cost the college tens of thousands of dollars, stricken out of wills; and it embarrassed the securing of a president" upon the resignation of Dr. Cutler.

Finally, in January, 1888, a resolution was adopted by the trustees of Adelbert College that women should not be admitted to the college after the close of that collegiate year, but that all undergraduates be permitted to complete their course. The trustees made this final and positive action as palatable as possible to the women in attendance by adding a testimonial to the scholarship and intelligence of the women who had attended the college, and asserting that only a desire to promote the growth of the college in accordance with its original design was the motive for the resolution.

At this time there was in process of development in Cleveland a plan



WESTERN RESERVE UNIVERSITY—BIOLOGICAL LABORATORY OF ADELBERT COLLEGE.

for the foundation of a college for women, and when the trustees of Adelbert College closed the doors of that institution to women they at the same time suggested that the trustees of Western Reserve University, of which Adelbert College is but one department, assist the project for the establishment of a college for women and make it a department of the university. This suggestion was acted on, and in September, 1888, the "Cleveland College for Women" was opened as a department of Western Reserve University in a building not far from those of Adelbert College.

Not to dwell longer upon this subject, it may be summed up as follows: From 1872 to 1888 women were enrolled among the students of Western Reserve College (afterwards Adelbert); the institution tacitly permitted it, no formal action having been taken by the governing board; in 1884 the trustees of Adelbert College declined to authorize by formal action the admission of women, though at the same time not refusing them admission; in 1888 the trustees by formal action closed the doors of Adelbert College to women.

Thus while Adelbert College is no longer a coeducational institution, Western Reserve University, of which it is a part, admits women to a separate department known as the Women's College.

The Women's College opened its doors but a few months since, and its course of study and general policy are not yet fully announced. So far as announced, however, the faculty of the Women's College, with three exceptions, is identical with that of Adelbert College. The entrance examinations and the course of study are the same as in Adelbert. The same degree is conferred as at Adelbert, and "the library, museum, and laboratories of Adelbert College will be put in requisition as may be needed." Thus while coeducation in the usual sense of the term has disappeared from Adelbert College for reasons difficult of statement, and perhaps not altogether evident, the Western Reserve University has undertaken the higher education of women on exactly the same basis as for men.

In 1887 Rev. Hiram C. Haydn, D. D., LL. D., was elected president of Adelbert College and of the university, in place of Dr. Carroll Cutler, who resigned in 1886. Under President Haydn's administration many of the changes last recounted were consummated. In 1890 President Haydn resigned his position, though remaining on the board of trustees, and Rev. Charles F. Thwing was chosen president of the university.

COURSE OF STUDY.

The college at present offers two courses, classical and modern languages, leading to the same degree, Bachelor of Arts. The courses differ only in that modern languages in the latter take the place of Greek in the former. The entrance requirements are high, especially in the languages and in mathematics.

The following is a summary of the courses:

Freshman year:	Hours.
French	76
Greek (German)	90
History	34
Latin	147
Mathematics	125
Rhetoric	39
Total	511
Sophomore year:	
Physics	64
German	93
Greek (French)	143
Latin	85
Mathematics	51
Rhetoric	40
History	36
Total	515
Junior year:	
Biblical studies	33
Biology	48
Chemistry	53

Junior year—Continued.	Hours.
English literature	33
English	54
History	31
Physics	53
Psychology	48
Rhetoric	49
Electives: Philosophy, Chemistry, Mathematics, Astronomy, English, Latin, Greek, German, French, Sanskrit, Linguistics, Rhetoric, History, Biology	148
Total	550
Senior year:	
Geology	50
History	30
Philosophy	99
Rhetoric	17
Electives: Same as in junior year, adding Physics	290
Total	486

ENDOWMENT.

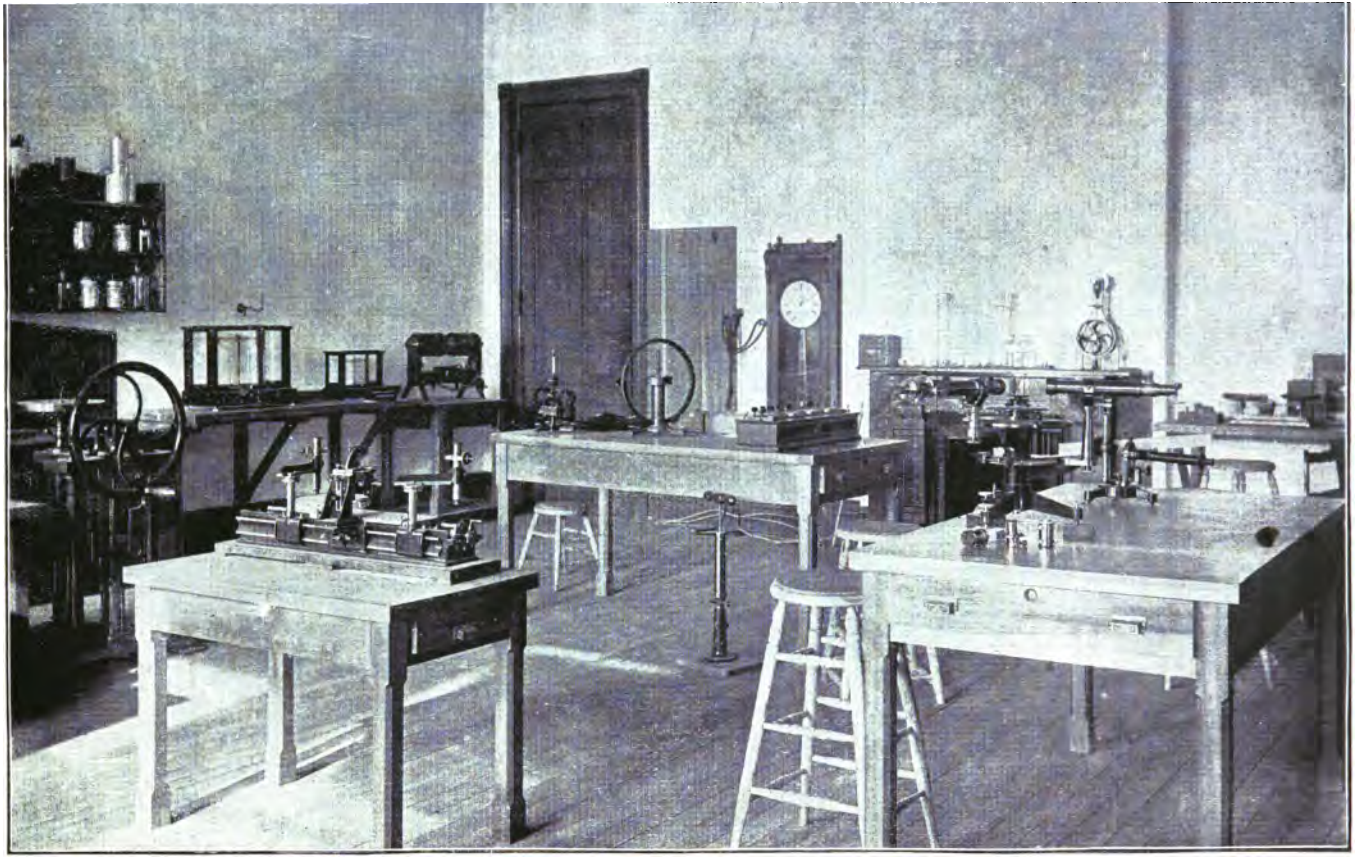
In 1876 the endowment and other property of the college at Hudson was valued at $300,000. By the removal to Cleveland and the gift of Mr. Stone the endowment fund was immediately increased $350,000, $150,000 of the gift having been spent for buildings. In 1883 Mr. Stone made a legacy to the college of $100,000. In 1888 the chair of history was endowed by a gift of $50,000 from Mrs. Samuel Mather. These and smaller gifts have increased the endowment fund until it produces an income of nearly $50,000.

EQUIPMENT.

Library.—The library of Adelbert College is exceptionally strong as a working library for students. As Marietta College library is the strongest in the State in historical material, so Adelbert College is the strongest in the philology of the Germanic languages and the history of German literature.

As so little attention has been paid by many colleges to that most necessary adjunct to a collegiate equipment, the library, the following account of the library at Adelbert prepared by Prof. Arthur H. Palmer, librarian, possesses much interest:

In the summer of 1826, Rev. Judah Ely gave the first books and mineralogical specimens, before any instructor was secured or any building completed. By December, 1837, the library contained 4,000 volumes, there having been expended during the preceding year $1,000 under direction of Prof. Elias Loomis. The growth was irregular and slow until at the close of the college year 1885–'86, after rearranging and



WESTERN RESERVE UNIVESITY—PHYSICAL LABORATORY OF ADELBERT COLLEGE.



ADELBERT COLLEGE—GYMNASIUM.

storing away duplicates and the least useful books, about 9,000 volumes were found on the shelves.

During the six years ending in June, 1889, there wee expended for the purchase of books and periodicals, and for binding for the library, something over $15,000, about $12,500 of this amount since January, 1886, when the present librarian on assuming charge of the library began agitation of its needs. The largest accession was made early in 1887 through the purchase, for about $7,000, of the private library of the late Prof. Wilhelm Scherer of the University of Berlin—about 12,000 volumes bound and unbound, relating chiefly to the philology of the Germanic languages and the history of German literature. It is believed that no collection in this country surpasses this one as regards these two branches of study.

The present library situation may be summed up thus: A collection of 25,000 volumes strong in its bibliographical apparatus, works of reference, complete sets of many valuable literary and scientific serials (especially philological), a very full department of German language and literature, a full historical section, and a large list of current periodicals, both general and special.

The college library has an endowment fund of only $3,000, yielding but $210 annually. The greater part (about three-fourths) of the sum expended in the last six years has been given by friends in Cleveland. Thus a gift in October, 1888, of $1,000, for the purchase of the works of representative French authors, will fill up that section of the library with a certain completeness as regards the needs of regular college work in French.

We have good reason to believe that within a short time the library will have an endowment of not less than $50,000, whose income shall be used only for the purchase of library material, not for administration or furniture or the like. It is our endeavor to make the library one of the great centers of college life.

The physical apparatus, both for use in lectures and for laboratory practice, is fairly complete, and the greater part of it has been acquired since the college removed to Cleveland. The chemical apparatus and illustrative material are extensive, and a well-equipped though small chemical laboratory is in operation. The biological laboratory has but recently been opened and its equipment is as yet meager.

In 1888 a gymnasium was built upon the campus of Adelbert College, which with its equipment has cost about $11,000, and an instructor in physical culture was appointed, thus affording an opportunity for systematic physical training as a part of the college life.

[AUTHORITIES: History of Western Reserve College, 1826 to 1876, by Rev. Carroll Cutler, D. D. Exercises and Addresses at the Inaugural of Adelbert College, pamp., pp. 66, Cleveland, 1883. Inaugural address of President H. C. Haydn. Argument of President Cutler in favor of removal from Hudson, Cleveland Leader, July 8, 1880. Reports of President and Faculty. Annual catalogues.]

IX.—ANTIOCH COLLEGE.

(YELLOW SPRINGS, GREENE COUNTY.)

[Sketch by S. C. DERBY, A. M., *trustee and ex-president of Antioch College.*]

ORIGIN.

This institution of learning, like many others in Ohio, owes its origin to a religious body. The preliminary steps for the establishment of Antioch College were taken by a convention of the "religious denomination called 'Christians'," held at Marion, Wayne County, N. Y., October 2, 1850.

The committee on the plan for the contemplated college submitted a report in which, together with other suggestions, they recommended:

That at least the sum of *fifty thousand dollars* must be raised as a permanent endowment * * * That the sum above stated be raised by the disposal of scholarships at *one hundred dollars* each, which scholarships shall be negotiable. Whoever, then, subscribes and pays one hundred dollars will own a scholarship, giving such person the right to keep one student in the college *continually, free from educational charges.*

Whoever subscribes and pays *fifty dollars* will have a like privilege half the time.

That in relation to the site, edifice, and other necessary fixtures, the expense can be met in part by subscriptions of less denomination than fifty dollars, of which we expect many. The liberality of the citizens in the place of location will also be applied mainly to this branch of expenditure; and, in addition to all, we hope the legislature of the State in which it shall be located will make a liberal donation for the same purpose.

A committee of thirteen was selected to raise funds, locate, and erect the college buildings. Of this committee David Millard was chosen chairman, Eli Fay, secretary, and A. M. Merrifield, treasurer.

Under the direction of this committee agents canvassed the various States. The success of John Phillips, agent for Ohio, was so great that at the meeting of the committee, held at Stafford, N. Y., October 29, 1851, it was decided that the college, to which the name "Antioch College" had been given at the Marion Convention, October 5, 1850, should be located in Ohio; that a preparatory department should be connected with it; that a permanent endowment fund of at least $100,000 should be raised, and $50,000 to erect the buildings and prepare the grounds of the new institution; and that dormitories should be built for the accommodation of students. At a meeting held at Enon, Ohio, January 21, 1851, the location of the college was fixed at Yellow Springs, Greene County, Ohio.

This decision was due chiefly to the pledge from the citizens of Yellow Springs of 20 acres of land, and $30,000 in money. The land and two-thirds of the money were given by William Mills.

At the same meeting plans for the building were presented and a building committee appointed, with A. M. Merrifield as building agent.

ORGANIZATION.

The college was incorporated under the general laws of Ohio, May 14, 1852, by David Millard, Oliver Barr, John Phillips, Josiah Knight, E. W. Devore, William Mills, D. F. Ladley, Christian Weinbrenner, and E. Wheeler.

The articles of incorporation provided that the thirty-four trustees should be chosen by the owners of full scholarships, for each of which one vote should be cast, provided that no person might cast more than ——— votes; "that two-thirds of the board of trustees and a majority of the board of instruction shall at all times be regular members of the Christian denomination;" and that the faculty "shall have authority to confer such honors and degrees as are usually conferred by colleges."

Under this charter the first board of trustees was chosen September 4, 1854.

The second election occurred June 27, 1857; the trustees then chosen continued in office until the reorganization of the college in 1859.

FINANCIAL DIFFICULTIES.

Financial difficulties began early in the history of the college. Many persons had subscribed to the scholarship fund upon the assurance of the financial agents of the college that so long as the interest was paid upon the scholarships the principal would not be called for. By the end of June, 1857, about $40,000 of the principal of the scholarship notes had been paid in, and, contrary to the charter, had been expended by the trustees "for incidental uses."

The cost of the buildings had far exceeded the local and special contributions; large sums of money had been borrowed on mortgages upon the real estate of the college, and a large portion (how large the lack of proper book-keeping made it impossible to ascertain) of the indebtedness for labor and material was still unpaid. To pay these debts and to sustain the college many thousand dollars had been raised by the Christian denomination, and by prominent Unitarians as friends of unsectarian education, but the accounts of the college were confused; discordant statements of its financial condition bred distrust; its friends were alienated; its annual expenses were from $10,000 to $12,000 in excess of its income from the scholarship fund, and a debt of more than $80,000 still weighed upon the college.

The trustees accordingly made an assignment of the property, and two years were spent by the friends of Antioch in raising money to

purchase its real estate and personal property, which was sold April 19, 1859, under a suit for foreclosure brought by the Hartford Insurance Company.

The land, buildings, and fixtures of the college were purchased for $40,000, and were transferred three days later to the new corporation, "Antioch College, of Yellow Springs, Greene County, Ohio."

About $40,000, it is stated, was paid by this corporation to extinguish the debts of the former one. That portion of the scholarship fund which had been paid up and expended was not deemed a debt. Scholarship-holders were considered stockholders, liable for the debts of the college. This action, added to the growing influence which the Unitarian friends of Antioch were gaining by their large gifts of money, caused a widespread and bitter disappointment, which turned many against the college and bred feelings of alienation and sectarian hostility that have never been allayed.

Under the new charter the educational and moral work of the institution was continued along the same lines without break of its inner life or change of purpose.

The new board was a close corporation of twenty persons, of whom twelve were to be members of the Christian denomination and eight of the "Unitarian denomination of Christians." The new charter forbade the corporation to contract debt, to mortgage or pledge any portion of its property, or to carry any part of the expenses of one year over to the succeeding year.

The college was thus free from debt, but without endowment; its friends, including the president and most of the faculty, agreed to contribute $5,000 a year for 3 years. Dr. Hill, who in September, 1859, was chosen president to succeed Horace Mann, who had died August 2, 1859, made it a condition of his acceptance that $7,000 a year should be raised in addition to the receipts from tuition fees. The work of gathering an endowment for the college was stopped by the outbreak of the civil war, and in June, 1862, the faculty resigned.

For the next two years the college proper was suspended. An attempt on the part of the "Christian" trustees to raise an endowment of $50,000, which was the condition of gaining the sole ownership and control of the college, failed. The Unitarian members of the board then secured from the Unitarian body a fund of $100,000, which in June, 1865, was transferred to the corporation upon the express condition that "any sectarian test for the qualification of a trustee in the election of trustees" should work forfeiture of the gift.

In 1875 a bequest of $20,000 was received from the estate of Mrs. Sarah King, of Taunton, Mass. Recently Dr. C. N. Hoagland, of Brooklyn, N. Y., has given property estimated to be worth $10,000 to endow a professorship of physiology. A bequest of $6,000 has been received from the estate of Mrs. Carey, of Boston, Mass.

The invested funds of the college were seriously crippled by the

panic of 1873–78, in connection with the business embarrassment and very sudden death of the treasurer. For several years (1877–81) the income was extremely small, and the expenditures of the college were curtailed more and more until, in 1881, it was judged best to close the college in order that its funds might accumulate. The suspension, however, continued for only one year.

In May, 1882, for the purpose of reopening the college, an arrangement was made between the "Christian Educational Society" (which virtually represents the Christian denomination) and the trustees of Antioch. Under this plan the president, professors, and other teachers are nominated by the society and confirmed by the board of trustees, which since September, 1882, has taken annually from the instructors so nominated and confirmed a waiver of any claim upon the college for their salaries, but has paid over to the society the net income of the endowment fund. With this sum in addition to the entire revenue from tuition fees, room rent, and incidentals, the society has maintained the educational work of the college and gathered a considerable body of students. The society has the full use of the buildings, library, and other appliances for instruction. Thus the board of trustees (a majority of whom are Unitarian Christians) have, since September, 1882, intrusted the work of instruction at Antioch College to a committee whose members belong to the Christian denomination.

The amount of the endowment at the present time can not be exactly stated. The fund, which had suffered loss in the season of depression, 1873–78, was seriously diminished by the forgeries of its treasurer, C. A. Kebler, between 1885 and 1887. A considerable sum is still in litigation, which has arisen from the misconduct of that treasurer. The general endowment may perhaps be safely estimated at $75,000.

BUILDINGS AND EQUIPMENT.

Antioch Hall, the main and central building, is in the form of a cross, 170 feet long, with a transept of 110 feet. It has three stories of 15 feet each, besides the basement, with towers and minarets at the several corners. It contains a chapel 50 by 90 feet and 32 feet high, lecture room, recitation rooms, library, laboratory, society rooms, etc. Standing back from this are two dormitory buildings, one on the north, containing dining hall, parlors, and dormitories for ladies, and one on the south, occupied as dormitories for gentlemen. The north and south halls are each 40 by 160 feet and four stories high. All of the college buildings are of brick. The campus contains 20 acres. The president's house, a substantial three-story brick building, stands north of the college campus.

The corner stone of Antioch Hall was laid June 23, 1852, and Antioch Hall, with North Hall, was opened for use October 5, 1853. South Hall and the president's house were erected in 1854. The cost of the four buildings was estimated at $120,000.

The library now contains about 6,000 volumes, for the most part well chosen. The facilities for teaching physiology are good, most of the apparatus being new. The equipment and facilities for the study of physics, chemistry, astronomy, applied mathematics, and natural history compare not unfavorably with those of the smaller colleges of Ohio.

Before the resources of the college had been so seriously affected by financial disasters, it is probable that better opportunities for the experimental study of the sciences were found at no institution in the State. The apparatus for the department of physics includes several excellent pieces, and the chemical laboratory, though small, is convenient and adequate to the needs of small classes in analytic chemistry. The collection of typical fossils is good, and among the minerals and metallic ores are some rare and valuable specimens.

The buildings are ample for a considerably larger number of students than the college has had since its earliest years, and the judicious expenditure of a few thousand dollars would bring its various appliances into excellent condition.

EDUCATIONAL WORK.

The features of the new institution which caused Horace Mann to accept its presidency, and which have more or less distinctly marked its history since the death of that famous pioneer of education, may be stated as—

(1) Freedom from sectarianism and proselytism.

(2) Coeducation.

(3) The lack of anything of the nature of prizes, honors, parts, medals, or other artifices to arouse rivalry between students.

Of the first faculty Mr. Mann wrote:

> I found a most remarkable coincidence of opinion and sentiment among the persons present; * * * we were all teetotalers; all anti-tobacco men; all anti-slavery men; a majority of us believers in phrenology; all anti-emulation men.

Neither prizes, nor honors, nor any similar incentives to study have ever been employed in the administration of the college.

The first faculty was composed of Horace Mann, president and professor of political economy, philosophy, constitutional law, and natural theology; W. H. Doherty, professor of rhetoric and logic; Ira W. Allen, professor of mathematics, astronomy, and civil engineering; Thomas Holmes, professor of Greek; Calvin S. Pennell, professor of Latin; Rebecca M. Pennell, professor of physical geography, natural history, drawing, history, and didactics; A. L. McKinney, principal of preparatory school.

The requirements for admission to the freshman class were made equal to those of the better colleges of the Eastern States and included English grammar, ancient and modern geography, history, arithmetic,

Algebra, plane geometry, Latin grammar, two books of Cæsar, six books of Virgil, with prosody, five orations of Cicero, Sallust's Conspiracy of Catiline, Latin composition, Greek grammar and reader, gospel according to John, Greek composition.

UNDERGRADUATE COURSE OF STUDY.

FRESHMAN YEAR.—*Mathematics:* Algebra, geometry, trigonometry.
Latin: Livy, Horace, composition.
Greek: Homer, Xenophon's Memorabilia and Anabasis, composition.
Human Physiology.
Elective (instead of one of the regular studies): Drawing and designing, history, botany, one term each.

SOPHOMORE YEAR.—*Mathematics:* Mensuration, surveying and navigation, analytic geometry, calculus.
Latin: Horace, Cicero de Amicitia and de Senectute, Tacitus's Germania and Agricola, Plautus, or Terence.
Greek: Longinus, Acts of the Apostles. (The student had an option between the Greek of the third term and the Calculus.)
Rhetoric and French: One term each.
Elective (one term each): Theory and art of teaching, history, didactics.

JUNIOR CLASS.—Physical geography, chemistry, natural philosophy, civil engineering, applied chemistry, logic, zoölogy, natural philosophy continued.
Elective: French, one term; German, two terms.

SENIOR CLASS.—Political economy, astronomy, geology and mineralogy, intellectual philosophy, rhetoric, logic, evidences of christianity, history of civilization, natural theology, constitutional law, moral philosophy.

The distinctive features in this course of study were:

(1) The early recognition of the elective system.

(2) The stress laid upon historical and scientific studies.

(3) The prominence given to the study of the art of teaching, which was made a part of the regular curriculum.

These features taken together imparted to the course of study a pronounced modern tone and anticipated several changes which the "new education" has brought about.

Of the 173 graduates of Antioch College 59 have been women. A large number have become teachers and nearly one-fifth of the whole number have made teaching their profession. More than 10 per cent. have entered the ministry.

The whole number of persons who have attended the college or its preparatory department is probably not less than three thousand.

PRESIDENTS.

[The college under "Christian" control.]

Horace Mann	1853–1859

[College reorganized.]

Thomas Hill	1859–1862
Austin Craig (with leave of absence)	1862–1865
J. B. Weston (acting)	1862–1865
Austin Craig (acting)	1865–1866

[College under Unitarian control.]

George W. Hosmer	1866–1873
Edward Orton	1873
Samuel C. Derby (acting)	1873–1876
J. B. Weston (acting)	1876–1877
Samuel C. Derby	1877–1881
John Kebler (*ex officio*)	1881–1884

[Under arrangement with the Christian Educational Society.]

O. J. Wait (acting)	1881–1883
Daniel A. Long	1884–

Horace Mann, the first of Antioch's numerous presidents, put upon the new college an impress that has never been effaced. He came in the maturity of his powers and with a fame that was national. In two positions he had already done a pioneer's work and done it in a way to gain great renown. As secretary for 12 years of the Massachusetts board of education "he roused the attention of the public, he collected the statistics, he overcame opposition, he devised new schoolhouses, he contrived good systems of ventilation, he called for better school books, he pointed out better methods of teaching and governing classes of scholars." His work in Congress, as the successor of John Quincy Adams, can not be termed so strikingly successful. He did valiant and effective service, but the day of victory was afar off. In neither of these positions did he toil more intensely, display greater energy or more absolute self-renunciation than as the head of an "institution founded on novel and not yet vindicated principles, opposed and thwarted by foes without and within."

Although Mr. Mann was constantly baffled by untoward influences and was removed by premature death just as success seemed within his grasp, the influence of his extraordinary efforts at Antioch may yet prove to be as lasting and not less vital than those earlier services for popular education in Massachusetts upon which his fame securely rests. The presidency of Dr. Hill was rudely interrupted by the civil war, before his insight and wisdom in education had adequate opportunity to display themselves.

Much excellent work was done during the administration of Dr. Hosmer, whose gracious and benign presence was the true counterpart of a kindly and noble nature which was helpful to all who came within its reach. Without dwelling upon the history of the decade that followed Dr. Hosmer's presidency, it may be noted that the growing attendance of the past few years betokens a renewal of interest and confidence in Antioch among the members of that body with which the college originated, and in which its natural constituency must be found.

The following persons have been professors or instructors in Antioch College:

In *metaphysical, moral, and political sciences:* The presidents, Wm. C. Russell, G. Stanley Hall, John B. Weston, Wm. F. Bridge, N. P. Gilman.

Rhetoric, logic, English literature: W. H. Doherty, Austin Craig, H. C. Badger, Francis Tiffany, James K. Hosmer, S. C. Derby, G. Stanley Hall, N. P. Gilman, Evelyn Darling.

Greek: Thomas Holmes, Geo. L. Cary, John B. Weston, G. R. Hammond, Amos R. Wells.

Latin: Calvin S. Pennell, Sylvester Waterhouse, G. L. Cary, Lewis Prugh, Wm. F. Allen, John B. Weston, S. C. Derby, G. R. Hammond, Robert B. Steele.

Mathematics (pure and applied): Ira W. Allen, Julia A. Hitchcock, Lucretia Crocker, Frederick W. Bardwell, M. H. Doolittle, John E. Clark, F. C. Hill, Rebecca S. Rice, Charles H. Chandler, Frank H. Tufts.

Modern languages: A. M. Williams, E. Fay, Adolph Schneider, Adaline S. Badger, C. Bradford, T. E. Suliot, Evelyn Darling.

Biological sciences: Rebecca M. Pennell, H. A. Warriner, Edward Orton, Edward W. Claypole, Charles B. Palmer, Amos R. Wells, W. S. Hendrixson, Amos E. Duncan.

Chemistry and physics: J. W. Hoyt, H. A. Warriner, G. C. Caldwell, Edward Orton, J. W. Langley, W. A. Anthony, C. H. Chandler, W. S. Hendrixson.

History: Rebecca M. Pennell, J. B. Weston, Achsah E. Weston, W. C. Russell, G. W. Hosmer, J. B. Weston, S. C. Derby.

Charles W. Clement, J. M. Harris, J. Y. Bergen, jr., and J. P. Miller have served as tutors.

COLLEGE FACULTY (1890-91.)

Rev. Daniel A. Long, A. M., D. D., LL. D., president, professor of mental and moral science.

Evelyn Darling, A. M., professor of French, German, and English literature.

Frank H. Tufts, A. M., professor of mathematics.

William J. Hancock, B. S., professor of chemistry, physics, and biology.

Amos R. Wells, A. B., professor of Greek, geology, and astronomy.

George S. Brown, A. B., professor of Latin.

Amos E. Duncan, M. D., Dr. C. N. Hoagland professor of physiology.

J. Perry Miller, instructor in history and English.

Ella S. Sheldon, assistant in German.

Courses of study, 1890–91.

FRESHMAN.

Term.	Classical.	Latin scientific.	Scientific.
Fall	Cicero	Cicero	General chemistry.
	Geometry	Geometry	Geometry.
	Greek Lessons or Lucian	German	German.
Winter	Livy or Tacitus	Livy or Tacitus	Qualitative analysis.
	Higher algebra	Higher algebra	Higher algebra.
	Greek Lessons or Homer	German	German.
Spring	Horace	Horace	Quantitative analysis.
	Trigonometry	Trigonometry	Trigonometry.
	Symposium or Memorabilia	German	German.

SOPHOMORE.

Fall	Horace	Horace	French.
	General chemistry	General chemistry	Sanitary science.
	Lucian or Demosthenes	German	German.
Winter	Lucretius	Lucretius	French.
	Qualitative analysis	Qualitative analysis	Ancient history.
	Homer or Sophocles	German	German.
Spring	Terence and Plautus, or quantitative analysis.	Astronomy	French.
	Astronomy	German	Astronomy.
	Memorabilia or Plato	Quantitative analysis or Terence and Plautus.	German.

JUNIOR.

Fall	Rhetoric	Rhetoric	Rhetoric.
	Analytical geometry	Analytical geometry	Physics.
	Demosthenes or Æschylus	French or chemistry	Ancient history.
Winter	English literature	English literature	English literature.
	Political economy	Political economy	Political economy.
	Sophocles or Thucydides	French or calculus	Calculus.
	Physics	Physics	Physics.
Spring	English literature	English literature	English literature.
	U. S. Constitution or modern history.	U. S. Constitution	U. S. Constitution.
	Plato or Pindar	French or modern history	Modern history.

Courses of study, etc.—Continued.

SENIOR.

Term.	Classical.	Latin scientific.	Scientific.
Fall	Logic	Logic	Logic.
	Physics	Physics	Physics.
	Geology	Geology	Geology.
	German		
Winter	Psychology	Psychology	Psychology.
	Physiology	Physiology	Physiology.
	German	Geology	Geology.
Spring	Ethics	Ethics	Ethics.
	Zoölogy or botany	Zoölogy	Zoölogy.
	German	Botany	Botany.

[AUTHORITIES: "Life of Horace Mann, by his Wife," Boston, 1865; "Historical Sketches of the Higher Educational Institutions" of Ohio, 1876; Allen's History of Antioch College, 1858; Rejoinder to Allen's History of Antioch College, 1859; The Nation: Old and New; American Journal of Education; Education; Memorial of Rev. G. W. Hosmer, D. D.; Annual Catalogues.]

X.—WITTENBERG COLLEGE.

(SPRINGFIELD, CLARK COUNTY.)

Wittenberg College was chartered on the 11th day of March, A. D. 1845, by an act of the general assembly of the State of Ohio.

The institution is in connection with that branch of the Evangelical Lutheran Church represented by the general synod of the United States. It originated in the religious and educational want of the Lutheran church in the West. Rev. Ezra Keller, D. D., a graduate of Gettysburg College, Pennsylvania, was the first president. The grammar school of the college was opened on the 3d of November, 1845, in the lecture room of the First Evangelical Lutheran Church, Springfield, Ohio. The attendance on the first day of the session was eight students, with a faculty of one professor and two tutors. Students increased to seventy-one before the close of the year, and to one hundred and forty-three during the second year. Three years of steady progress passed away without any unusual occurrence in the history of the institution, but the fourth year opened with an event which filled the hearts of the friends of the college with deep anxiety and profound sadness. The first president of the institution died on the 29th of December, 1848, in the thirty-seventh year of his age.

Rev. Samuel Sprecher, then pastor at Chambersburg, Pa., was elected second president, and was inaugurated head of the college August 14, 1849. With him were associated Professors Geiger, Diehl, and Isaac Sprecher. These four men were, through a period of 21 years, identified with Wittenberg College. They were men of sterling worth and conspicuous for their devotion to the cause of higher education. After a quarter of a century of arduous and successful labor at the head of the institution, Dr. Sprecher resigned its presidency, in order to devote his time more fully to the writing of theological works. Upon his resignation, Rev. J. B. Helwig, D. D., then pastor of the First Evangelical Lutheran Church, Dayton, Ohio, was chosen president. Dr. Helwig was in charge of the institution from June, 1874, to May, 1882, when he gave up the chief place in the college and went abroad for his health. Afterward he returned to the active ministry, and is now a successful pastor in Springfield, Ohio. Rev. S. A. Ort was elected his successor in May, 1882, and is at present the head of the college.

The object which moved to the founding of Wittenberg College was the establishment and maintenance of a literary and theological school of high grade. Through the past forty years of the history of Witten-

berg this purpose has been kept steadily in view. Slow, yet solid, progress has been made. The college campus embraces 42 acres, on which are now five buildings. Four of these have been erected during the past six years at an expense of nearly $100,000.

Three lines of study form the courses of instruction—classical, scientific, and literary. Electives are recognized in junior and senior grades.

Two years, junior and senior, are given to study of psychology; three years, freshman, sophomore, and junior, to mathematics. Four years to rhetoric and literature and natural science. Two and a half years to Latin; freshman, sophomore, and first term of junior. Four years to Greek and German. Requirements for admission, three years of study in Latin, two in Greek or German, and one in algebra and geometry.

The endowment of the college in productive funds amounts to $200,000.

The college library contains 10,000 volumes.

The regular professorships are: Latin and literature, Greek and history, natural science (chemistry and physics), mental science, German and French.

The theological department embraces three professorships: systematic theology, exegetical theology, practical theology. The course of study, extending through a period of three years, is broad and thorough.

The college cabinet has many valuable geological specimens, collected and arranged for the purpose of illustrating lithological and historical geography. It has also been well supplied with minerals and curiosities from the Pacific coast and the Sandwich Islands.

In 1874 the college was opened to women.

Students are matriculated at 14 years of age. Tuition is $39 a year. There are no other college expenses.

The prevailing political sentiment at this institution prior to the war was anti-slavery; and during our civil struggle it had honorable representatives in the Army and Navy of the Union.

Wittenberg College was founded in prayer and religious consecration, and from its origin to the present day services pertaining to the Christian religion have been steadily maintained in the institution. And while the aim has been to maintain religion and morality as positive factors of influence in the college, yet the religion taught has been in no sense sectarian. The broad and fundamental principles of the Christian, combined with those moral precepts which are practically helpful to a useful life, and which enter into the formation of an incorruptible character, are inculcated in the college rather than any denominational doctrines or characteristics.

XI.—OTTERBEIN UNIVERSITY.

(WESTERVILLE, FRANKLIN COUNTY.)

About 1840 there began to be felt among the members of the Church of the United Brethren in Christ a desire for a college where their sons might obtain a collegiate education within the protecting influence of the church. This feeling and the reasons underlying it were thus strongly stated by Bishop Glossbrenner:

> Not a few United Brethren in the days of other years were deterred from sending their sons to college from perhaps a well-grounded apprehension that their religious principles might be endangered. Conscientious United Brethren themselves, they wished their children to be partakers of the same precious faith; and this many of them esteemed of greater importance than any mere intellectual attainments. And there were never wanting examples of religious defection and ensuing profligacy well calculated to awaken their fears. Comparatively few of the sons of United Brethren who were educated 20 years ago are now members of the church. Even those who were regular communicants when they left their homes for the theater of literary training were in a large majority of instances carried away by the force of surrounding influences, and either fell into the ranks of other denominations or else made shipwreck of their faith and were thus lost to the church.

Possibly the United Brethren suffered more than other denominations from defections of this sort, but whether this was the case or not the feeling was setting strongly towards the establishment of a college within the control of the church.

The range of education among the United Brethren early in this century was not high, and Bishop Glossbrenner records that when he became a minister in the church he did not know half a dozen United Brethren graduates, and that "there were several large conferences which did not contain a single minister or layman who enjoyed the benefits of a collegiate education." Another of those who were interested in the organization of the university speaks of "the need of education for the benefit of the church being deeply felt by many of its ardent supporters, and the want of a permanent location in Ohio where the church could concentrate their united efforts in establishing a school of learning to give to the lovers of education an opportunity of securing it within the same."

In 1846, while the subject was in agitation among the United Brethren, the Methodist Episcopal Church, in order to concentrate at Delaware its educational efforts in Ohio, decided to dispose of certain property in the village of Westerville, which was known as the "Blendon Young Men's Seminary." It was proposed by the citizens of Westerville to turn this property over to the United Brethren at a nominal price if

they would establish their projected college in the village. The proposition was received by the United Brethren in October of that year, a committee of investigation appointed, the purchase recommended, and trustees selected. The board held its first meeting April 26, 1847, which date marks the foundation of the institution. For 2 years an academy only was maintained but the institution was chartered in 1849, as "The Otterbein University of Ohio," receiving its name from Philip William Otterbein, the founder of the denomination. The board of trustees were to be elected by certain conferences of the church that were coöperating in its organization. The usual collegiate powers were conferred upon the corporation, and a college was soon organized and opened for students.

As in the case of most of the smaller colleges of the country, the history of Otterbein University is in a large measure the record of a long and severe struggle to solve the financial problem and provide the necessary funds for carrying on the educational work of the institution. At the outset the only resources of the college were the tuition fees of students and the contributions of the conferences of the church.

Rev. Lewis Davis, D. D., became president of the institution in 1850, in the third year of its existence and the first of its educational work, and to him more than to any other man is due the honor of establishing it upon a permanent basis among the colleges of the State. Dr. Davis was among those most active in starting the movement for a college, and was a member of its first board of trustees. The records of the trustees show that it was beset with serious financial troubles, especially in its early years. To these troubles, so fatal to the successful prosecution of educational work, Dr. Davis did not succumb, but when necessary left the halls of the college in order to canvass the church for funds to pay debts and meet current expenses.

In the first years of the college plans had been adopted for raising an endowment fund by the sale of scholarships. Those who purchased them gave their notes for the amount, with the understanding that when $75,000 had thus been raised the scholarships would be furnished and the notes collected. By the time sales to that amount had been made a difficulty arose by which the university lost almost the entire amount. This came about through the failure of the trustees to establish a manual-labor department.

MANUAL LABOR.

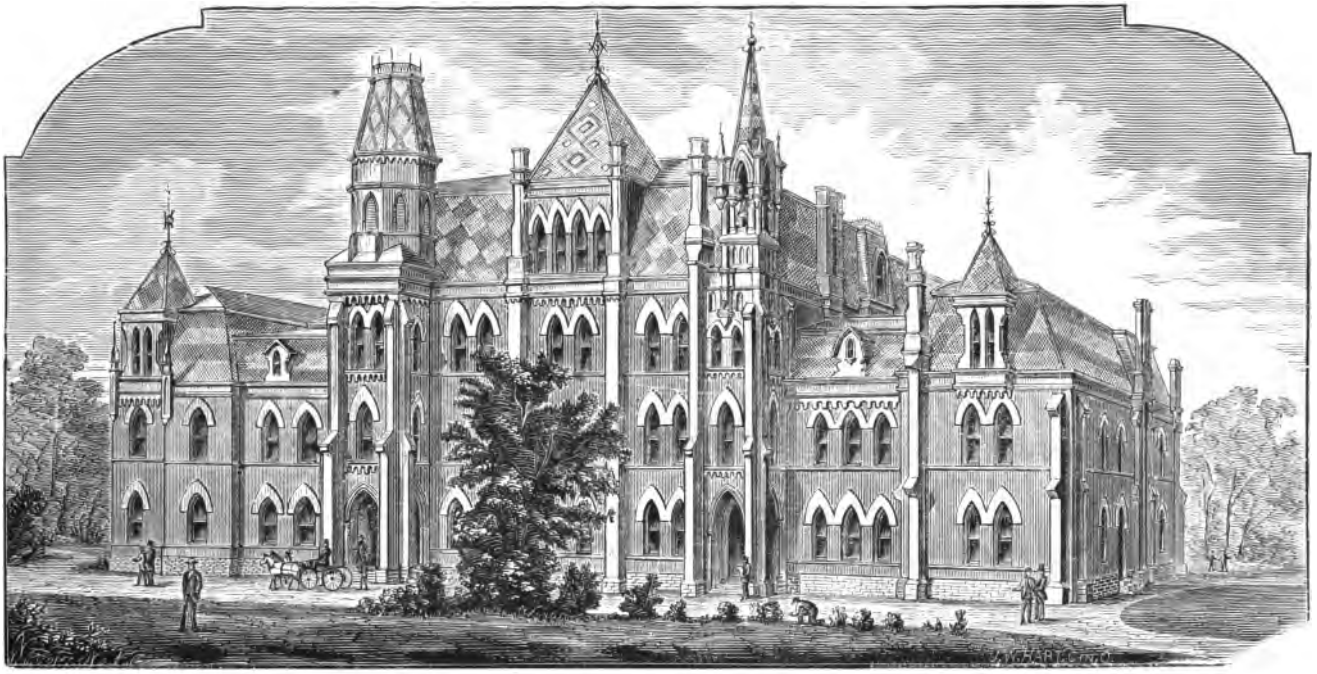
As in many other colleges at about this time, so at Otterbein there was a strong feeling on the part of some of the trustees that the manual-labor system should be adopted. It is unnecessary to explain the system, or to discuss the arguments for and against it. They were substantially the same when adduced at Otterbein as elsewhere. Among those who founded this institution it was strongly advocated, and the charter provided for the establishment of a "manual-labor

hool," and for several years this was announced as one of the features of the institution. In 1849, the board of trustees adopted a resolution that "the manual-labor system be and is hereby attached to this institution and shall be put into operation as soon as possible." A similar resolution in 1854 shows that during the 5 intervening years nothing had been done to carry out the previous resolution. In 1855, when the movement was in progress to raise an endowment fund by the sale of scholarships, the trustees resolved that one-third the sum raised be applied to "the perfecting of the manual-labor system." Again, in 1857, the board agreed that one professorship of the endowment fund when raised be established in the manual-labor department. Notwithstanding all these resolutions little serious effort was bestowed upon the scheme, and nothing that could be called a system was established. Whether this state of affairs came from lukewarmness on the part of the managers, or from the consciousness that the system was not practicable, is not apparent. Finally, in 1859, when the question once more came before the board, the whole subject was indefinitely postponed, "and the manual-labor department," according to ex-President Thompson, "has slept in peace ever since." While this disposition of what is now generally regarded as an impracticable educational notion was perhaps not to be regretted for its own sake, its effect upon the endowment fund was fatal. The majority of those who had given their notes in payment for scholarships claimed that they had done so on the pledge of the trustees that the manual-labor system would be established and maintained. Consequently they now refused to pay their notes, on the ground that the trustees had broken their agreement. The result was that nearly the whole endowment fund, which had been raised with great labor, had to be abandoned, and at the end of its first 15 years the institution found itself without endowment and in debt.

In 1865 President Davis and others determined to raise a fund by voluntary subscription. In this they were measurably successful, and a fund of about $75,000 was raised in a few years and the debts provided for. Between 1880 and 1884 $100,000 were added to this, so that the fund is now about $200,000.

In 1870 the university met with a serious, almost fatal, disaster in the destruction by fire of the main building, with its entire contents, including the library. The citizens of Westerville and Columbus, 12 miles distant, interested themselves in behalf of the university, and through their assistance and the contributions of the supporting conferences a new building was erected in 1871, thus placing the university on its feet again. This building afforded room for the chapel, library, recitation rooms, and literary societies.

Before leaving the subject of the financial resources of the college it should be stated that the property of the Blendon Seminary, purchased in 1847, consisted of 8 acres of ground and two buildings, one of which was



OTTERBEIN UNIVERSITY—MAIN BUILDING.

used by the university for its educational work and the other as a boarding hall for young ladies. In 1854 Mr. Jacob Saum presented to the university a fund for erecting a dormitory and boarding hall for young men. This was called Saum Hall, and in later years was given over to the use of the young women, the male students thereafter finding rooms at private houses in the village. In 1855 a new building was commenced to afford a larger chapel and more recitation rooms. Owing to lack of funds only a portion of the building was finished off for use. It was this building that was destroyed by fire in 1870.

COURSES OF STUDY.

The courses of study established at the opening of the institution, and in existence for a number of years, were adapted to the needs of the students in attendance, with apparently no well-defined design of making them conform to the model of older and well established colleges.

The large majority of students were enrolled in the preparatory department, and but a small part of those who were thus enrolled remained to complete or even enter upon the regular collegiate course.

From Bishop Glossbrenner's statements, already cited, concerning the state of education among the adherents of the church, it is not surprising that the courses of study adopted in the early days of the institution were neither as high in grade nor as comprehensive in the range of subjects embraced as were found in most of the colleges of the time. The aim was to furnish a literary, classical, and religious training, and to that end the curriculum was planned. No attention was paid to the sciences beyond that elementary instruction in astronomy, geology, and natural philosophy, which had by 1850 forced its recognition in the most conservative of classical colleges in the East.

But the leavening influence of the university began soon to make itself felt in the church at large, and this very influence in turn made it necessary and desirable to modify and elevate the courses of study as fast as the resources of the institution would permit. Especially since 1880 the advancing educational ideas and demands have produced a decided advancement in the curriculum at Otterbein. No attempt has been made to establish a course in science, to do which would require abundant and costly apparatus and a large teaching force, but the courses have been strengthened and amplified in the languages, philosophy, history, and literature. Little recognition has been given to the "elective" idea, the adoption of which would require additions to the teaching force beyond the means of the institution. In the sophomore and junior years an option between two subjects has been allowed.

Two courses leading to two different degrees are now offered—the classical course leading to the degree of bachelor of arts, and the philosophical course leading to the degree of bachelor of philosophy. The

scope of the university is indicated by the following outline of the courses copied from the official announcement:

FRESHMAN YEAR.

Classical course.	Philosophical course.
Greek: Homer, Herodotus, Xenophon.	German: Lessing, Goethe.
Latin: Livy, Cicero, Horace.	Latin.
Mathematics: Geometry, algebra.	Mathematics.
Science: Botany, physiology, one term each.	Science. } Same as classical course.
History: Elementary English, one term.	History.

SOPHOMORE YEAR.

Latin: Horace, Cicero, one term each.	Latin: Same as classical course.
Greek: Euripides, Demosthenes, New Testament, two terms.	French: Beginning, two terms.
Mathematics: Trigonometry, analytical geometry, calculus.	Mathematics: Same as classical course.
Science: Zoölogy, natural theology, one term each.	Science: Same as classical course.
German: Elementary.	Logic, Rhetoric, and English literature, one term each.

JUNIOR YEAR.

Greek: Plato, New Testament, one term.	Surveying, one term.
Latin: Tacitus, one term.	Latin: Same as classical.
Science: Mechanics, chemistry, geology, and mineralogy, one term each.	Science: Same as classical course.
Logic, rhetoric, and politics, one term each.	Politics, one term.
	Philosophy, three terms.

SENIOR YEAR.

Mental science, two terms.	
Religion, two terms.	
Astronomy, one term.	
English literature, three terms.	} Same as classical course.
Ethics, one term.	
Belles-lettres, two terms.	
Politics, one term.	

ADMINISTRATION.

The following have filled the presidential chair since the foundation of the college:

Rev. William Davis.....1849–1850.
Rev. Lewis Davis, D. D.....1850–1857.
Rev. Alexander Owen.....1857–1860.
Rev. Lewis Davis, D. D.....1860–1871.
Rev. Daniel Eberly, A. M.....1871–1872.
Rev. H. A. Thompson, D. D.....1872–1886.
Rev. Henry Garst, D. D.....1886–1889.
Rev. Charles A. Bowersox.....1889–

COEDUCATION.

Ex-President Thompson says upon the subject of coeducation at Otterbein:

The men who founded this university had no previous experience in the management of institutions of learning. In admitting ladies into the college on the same terms with gentlemen, in permitting them to recite in the same classes, take the same courses of study and receive the same degrees, they builded better than they knew. Having boys and girls in their own families they felt as much interest in the success of one as the other. Not being able to build and man separate institutions, they wisely concluded to put both sexes into the same school. After years of successful experience in the coeducation of the sexes, we believe that better results are secured in mental and moral culture, better discipline obtained, and a more harmonious development of character produced than in the old way. We are willing to be judged by our fruits. Observation will show that our lady graduates are just as ladylike and scholarly as those graduating at female institutions of like pretensions, while our gentlemen are just as refined and have proved themselves to be as efficient workers in the battle of life as those that have been trained in male colleges. What was adopted of necessity then is a matter of choice with us now. On this point the faculty and trustees are a unit.

In 1859 colored men applied for admission to the college, and after some discussion in the board of trustees they were admitted. Not many colored men, however, have been entered upon the rolls of the classes and it can not be said that their attendance has been sought or encouraged by the authorities.

RELIGIOUS INFLUENCES.

In a recent catalogue of the university the statement is made that the institution "was founded by men of faith and prayer, and is supported by the offerings of the pious. It is the desire of the managers that a positive influence in favor of a genuine Christianity be exerted in every department of its work." This statement expresses what has from the first been the dominating influence of the university. Secular and religious education have gone hand in hand. All students are required to attend daily devotional exercises and divine service, which is held every Sunday morning in the chapel of the university. A portion of the educational work is also spent upon Bible history and the study in the Greek of the New Testament.

President Garst, in a sketch of the university made some years since, says:

A history of Otterbein University would be very incomplete indeed that should take no notice of its moral and religious life. * * * It was reared in faith and consecrated by prayer. There is abundant occasion for devout thanksgiving that it has fulfilled so well the design of its founders. * * * A number of times in its history scarcely a solitary student was left in the ranks of unbelievers.

STATISTICAL.

Otterbein has graduated more than three hundred students, many of whom have entered the ministry. Its collegiate department of late

has contained from sixty to eighty students each year, or about one-fourth to one-third of all who are enrolled upon its catalogues. The others have been enrolled in the art and preparatory departments.

Its present faculty embraces a president and seven collegiate professors. There are also several instructors and assistants.

In 1884 legislation was secured that gave the alumni association of the university three representatives upon the board of trustees, thus binding the alumni more firmly to the institution.

[AUTHORITIES.—Historical Sketch of Otterbein University, by Ex-President H. A. Thompson, D. D. Historical Sketch, by President H. Garst. Manuscript Notes, by President Garst. Catalogues of the university.]

XII.—THE UNIVERSITY OF WOOSTER.

(*WOOSTER, WAYNE COUNTY.*)

[Sketch by President SCOVEL.]

I.

Its religious design has always been frankly expressed. The preface to its annual catalogue has for years read thus:

Christo et Literis.—The University of Wooster, owned and controlled by the Synod of Ohio of the Presbyterian church, United States of America; its aim, to secure the highest form and grade of literary, scientific, and Christian education, through trained, experienced, and thorough teachers, under constant and positive religious principles and influences, without restriction of individual opinion.

And this but reflects the view of its founders as expressed by the resolutions passed by the board of trustees at the first meeting after incorporation.

Whereas we are deeply convinced that education is a real blessing only when imbued with the spirit of Christianity and that any enterprise may hope for success only as it enjoys the Divine blessing and is devoted to the promotion of the Divine glory: Therefore

Resolved, That we enter upon the work of establishing the University of Wooster with the single purpose of glorifying God in promoting sanctified education and thus furthering the interests of the church and its extension over the whole earth.

Resolved, That we will in every way possible strive to imbue all our operations with the spirit of Christianity and bring religious influence and instruction to bear upon all who may be connected with the institution.

Resolved, That, in addition to a thorough literary and scientific course of study, we will aim to endow a chair for instruction in the evidences of Christianity and the relation of science to religion; and also a chair for instruction in the languages, religions, and literature of the modern Pagan nations, with special reference to the preparation of young men for the foreign missionary field.

The effort has been made in good faith to carry out the pledge of these resolutions. The professorship named was very soon endowed, and the curriculum contains the Bible or Christian evidences for every collegiate class. The character of the instructors, of the students, of the patrons enlisted, and of the inner life of the institution has, in good measure, corresponded to the intention so seriously and devoutly expressed.

II.

The university is as frankly denominational in its ownership and control. The roots of this development are found in the convictions of the Scotch-Irish Presbyterians who had entered Ohio from the East and

Southeast. They had been accustomed to the results of opinions cherished and schemes of education adopted by John Calvin and John Knox.

Perhaps the matter can not be more clearly stated than in the words of the "Historical Sketch" published in 1882 by the then president, Dr. A. A. E. Taylor, as follows:

The importance of establishing an institution of higher education, under the direction of the Presbyterians of Ohio, long burdened the hearts of our pioneer fathers. During the early part of this century, one branch of our church threw its influence into the two State universities at Oxford and Athens, over which, for many years, its leaders held control, or sent their young men to eastern institutions of their own faith. The other branch, equally unequipped, gave partial support to colleges founded under the plan of union with another denomination, and likewise sent many of its sons out of the State for an education.

For fully 25 years the old Synods of Ohio, Cincinnati, and, for a part of that time, the Synod of Sandusky, gave well nigh annual deliberation to the founding of a synodical college. Repeated resolutions were passed, joint committees appointed, and zealous efforts made to inaugurate the enterprise. Several locations even were selected, and movements looking toward endowment initiated.

Meanwhile, sister denominations, observing the need for themselves, established colleges in the State, directed particularly to the training of their own youth and the providing of candidates for their own ministry, which institutions, sustained by church support, have gradually developed into well-endowed and vigorous colleges, notably so among the Congregationalist, Baptist, and Methodist bodies.

As discussion continued, the older and wiser fathers, both among the ministry and the laity, became more intensely impressed with the necessity of doing their part, as representatives of a church noted for its historic leadership in popular instruction, to advance higher education under religious influences, and particularly to provide for the raising up of a ministry to supply the growing demand of the western churches. It became apparent that nothing permanent could be expected from the old State colleges under uncertain legislative control, especially as relating to the increase of ministers. Hence, the duty of founding an institution under their own fostering care, as an essential part of church machinery, grew into a deep conviction of duty to the Master they served.

At length, in 1866, the desired end was attained by the united action of these three above-named synods in founding the university at Wooster, its object being, in the terms of its charter, "the promotion of sound learning and education under religious influences." By the act of incorporation, each synod was authorized to elect trustees in number equal to the number of its presbyteries, in addition to the five resident trustees required by law in the county containing such an institution. This enterprise was taken up with enthusiasm by the churches, and the foundations of the university were laid in faith and in prayer, and with the determination, under God's blessing to secure a complete and permanent educational center in our midst.

The denominational nexus was perfected for the whole State by the reunion movement of 1869; by the reconstruction act concerning the synods in 1870, by which they became the legal successors of the former bodies and were "entitled to the possession and enjoyment of all the rights and franchises, and liable to the performance of all the duties" of their predecessors; and by the consolidation of the synods in 1882. The new synod at its first meeting accepted the trust, received the annual report of the trustees, and unanimously gave its indorsement to the university. The university is therefore, both by legal succession and formal acceptance, the possession and instrument of the present synod of Ohio.

A grateful and common sentiment recognizes the propriety of recording here the names, as original advocates of the creative idea, of Dr. James Hoge, of Columbus, whose name has recently been given to the professorship of morals and sociology, and of Dr. John Robinson, of Ashland, who became the first president of the board of trustees, and so continued until his death in 1888. Nor less entitled to recognition are Messrs. Ephraim Quinby, jr., and John H. Kanke, citizens of Wooster, through whose donations and influence the location was fixed, and of those who, besides the two just named, have founded professorships by gifts of $25,000 each, viz: Messrs. C. E. Mercer, Mansfield; W. D. Johnson, Clifton, and Benjamin S. Brown, Columbus.

It has been the spirit of all these donors and of the many who have given lesser sums that the original religious intention should be intensified while its administration should manifest the utmost respect for individual opinion. The increase of the ministry was never to be lost sight of; but it was also never to be forgotten that education under religious influences was no less important for other professional careers, and for journalists and teachers; and that it was, indeed, a debt which the Church of Christ owes alike to all its own children and to all whom it can reach. For all purposes the university is considered as a Christian annex to the Christian church and the Christian home.

III.

Such an idea and intent made it almost inevitable that the doors of the university should be thrown open from the beginning to young women. They were to be trained for missionaries, if not for ministers; their work as teachers and even in journalism was beginning to be appreciated, and the need of a higher and severer course of mental discipline was as evident for them as women as it was for men as men. There seems never to have been any discussion about the propriety of this coeducational feature, and the results have been favorable beyond expectation, considering certain conditions of the experiment. "Young women of the more thoughtful and studious class" have, as a rule, been drawn to study in the university, and their class standing and health, and of course their conduct, have been extremely gratifying. Among the graduated women are many of whom the friends of the institution are proud.

IV.

The story of Wooster's endowments, buildings, and furniture is soon told. The original plan was that of an imposing building of five stories and mansard roof. Room enough was found until within a few years past in the ample central portion of the projected building, but the erection of the wings is now imperatively demanded. Music hall, a plain wooden structure, with the excellent observatory and gymnasium, has since been added. There are no dormitories or professors' houses.

At the beginning $5,000 was expended for apparatus, and $1,000, subsequently raised by the diligence of the professors themselves, was used in furnishing the observatory with instruments sufficient for instruction. Something has been added from time to time. The library was founded in the first year by the liberal donation of Mr. C. S. Bragg, of Cincinnati, and has since grown to nearly 12,000 volumes. It has no special endowment. A reading room is maintained, carefully supplied with the best current material accessible to the limited resources available. The annual expenditure for the faculty has risen from $15,000 in 1877–78, to about $25,000 in 1889–90. Rigid economy reigns in all incidental expenses in order to accomplish the concentration of five-sixths of the total income in the teaching force of the institution. For the endowment the sum of $500,000 was originally planned, but with about $250,000 pledged (in addition to the campus and buildings) the doors were opened. Shrinkage came to that sum, through financial distress in the State, through the necessity to furnish and bear the expenses until the patronage might yield a sufficient sum. A few years ago only $130,000 productive capital could be counted upon. It is now $201,000, with a little over $45,000 unproductive but secured endowment. Cheapness has been maintained in every appointment. Tuition has not been increased and boarding and other expenses are kept as reasonable as possible.

V.

All things considered the attendance at the university may be considered remarkable and is held by those most interested in its welfare to be proof of the vigor of its creative idea. In its opening year there were 61 students distributed thus in the four classes: Freshmen 20, sophomores 2 0, juniors 14, seniors 7. At the close of the first 5 years, 1875, the attendance had reached the total of 233, of which 79 were in the preparatory and 154 in the collegiate classes. Another similar period and 335 are reported, 154 of whom are in the preparatory and 181 in the collegiate classes. At the third period of 5 years the attendance reached 460, of which 196 were preparatory students and 264 were collegiates. In 4 years more (1889) 526 are reported; 164 being in the preparatory department and 362 in the collegiate. The preparatory department from 1873 to 1889 reaches (with considerable fluctuation, having had 196 students in 1885) the number of 164 from a beginning of 35. The collegiate department, from 1870 to 1889, reaches from a beginning of 61, and with the slightest fluctuations, the number of 362. When the other departments are counted we discover a total of attendance in 1889 of 728, the highest reached except in 1888, when 750 were registered, and showing rapid increase from 683 in 1887 and 623 in 1886. The whole number in attendance from 1870 to 1889, inclusive, is 3,134. The distribution of alumni between the sexes and the

various courses pursued appears thus in the triennial catalogue published in 1889:

Young women—	
Classical course	42
Philosophical course	25
Scientific course	5
Literary course	4
Total	76
Young men—	
Classical course	369
Philosophical course	47
Scientific course	15
Literary course	3
Total	434

The totals for the different courses are: Classical, 411; philosophical, 72; scientific, 20; literary, 7. This gives the total collegiate graduates as 510. The post-graduate alumni number 43 (of whom 4 are women). The musical alumni number 27, and the final sum stands at (deducting 6 counted twice) 574. The diffusion of these in the professions and occupations is thus tabulated: Ministers and theological students (collegiate, male alumni), 175; lawyers and law students, 81; physicians and medical students, 25; journalists, 15; teachers, 76; other occupations, 138. Their distribution through the States and Territories of our own country and through missionary consecration in other lands is very wide. The university is represented in Persia, China, Siam, Brazil, Bogota, Alaska, and the Indian tribes, and even in Africa. The area from which students have been drawn is wider than could have been anticipated at so early a stage in our history.

VI.

The plan of instruction, when drawn, was more nearly like that of Princeton College. Originally there were two courses, the classical and the scientific. There are now three, the classical, the philosophical, and the literary. There is designed to be but little difference in their value. To each is attached a degree. The same studies, mainly, and under the same professors, and in the same sections, are pursued (save in electives, of course). The characteristic differences are that the philosophical replaces the Greek of the classical by German, and the literary, upon a basis of three years of preparatory Latin, substitutes French for Latin in freshman and sophomore (the German remaining the same as in the philosophical course). The difference, then, is almost wholly in the languages. Omitting a trifling difference in history, that study, with the mathematics, English, the natural sciences, mental philosophy, morals and sociology are the same. This university was among the first of Western institutions in assigning a place

of honor to the German language and literature, and in bringing Anglo-Saxon into the curriculum as a required study. Electives are provided for in the junior and senior years and new ones are designed in the near future. Music is recognized among these. The natural sciences begin with physical geography in the middle preparatory year, continue with physiology and botany in the senior preparatory, with zoölogy and biology in the freshman and chemistry in the sophomore, and conclude with physics in the junior and senior years. This order is believed to be philosophical, and has been found useful. It presents also to those who are preparing to study medicine, but unable to take a full course, the most essential things by the close of the sophomore year.

The practical nature of the work attempted is shown in the requirements as to thinking, analyzing, observing, and handling material. The literary spirit has been cultivated by the usual appliances, but most successful has been the interesting and often admirable work done in the literary societies and debating clubs. Prizes have been taken by undergraduates and graduates here and there with sufficient frequency to show that intelligent devotion to the duties of the literary societies is the best possible substitute for the methods which are possible only to the more thoroughly equipped institutions. A high standard of scholarship has been sought and in great part maintained. No difficulty has been experienced in the reception of diligent students into the older colleges. More recently the work here has been thrown out of line with the demand for Greek upon a basis of two years of preparatory work. No less Greek is required than formerly or elsewhere, but it is required later. Beginning in the senior preparatory class it is continued through the junior. This has been found to aid in adapting the institution to its sources of supply. More recently still, arrangements are being made for receiving upon certificate without examination to the senior preparatory and freshman classes those who come from schools and teachers with whom previous understanding has been had concerning the work attempted and accomplished by them. In this matter the university considers itself as acting in harmony with the drift of sentiment in our State and region, which seems decidedly to indicate the need of lessening the hitherto rather decided chasm between the higher and the secondary education.

VII.

The departments of work have increased as follows: Immediately after the opening of the collegiate work in September, 1870, an arrangement was made with a medical school attached to Charity Hospital, in Cleveland, Ohio, and the medical department began in October of the same year. Its work continues, not without fluctuations and unaided by any endowment, solely by the resolution and energy of its able and self-sacrificing faculty. The hospital they founded to meet their needs

when deprived of other facilities of the kind, is entirely tributary to their work and furnishes excellent material. The one-term arrangement supplements admirably the calendars of other medical schools and meets the needs of an increasing number of students each year. The preparatory department was opened in the third year of the institution's history. It contained that year 35 out of the total of 140 students. It has been the aim to make the work as thorough as that of the eastern training schools. Only teachers of experience are employed in it. The necessity which dictated it is still apparent, though within the period of its life there has been a rapid advance in the vigor and extent of the schools of our State and region which do similar work. In 1881 the need of musical advantages for the young women and an abiding conviction that music deserved a place in the higher education had become so apparent and so fixed that a musical department was opened. It was placed under the care of the well-known writer of music and writer on music, Dr. Karl Merz, and has been successful from the first. The numbers have rapidly risen and the spirit has kept pace. The tone as to the kind of music to be used is elevated and the whole art is viewed and taught from a Christian standpoint. The military drill and the furnishing of the gymnasium came in together in 1884. The first is compulsory for all but the junior preparatory students and it has been made elective for the seniors. The junior class forms the battery and has drill in artillery. Target practice has been continued and will be increased, with the new issue of larger supplies of ammunition. Lectures on tactics, the greater battles of the world, and many kindred subjects are delivered by the officer in charge, who is detailed for the whole service by the War Department. The gymnasium is compulsory for all excused from drill, except for special reasons. It is fairly well furnished and is an admirable building for its purpose. It has not yet attained the proper bathing facilities nor the constant presence of a skilled instructor, but ordinary exercises are carefully taught, and the ingenuity of the lads finds full play in finding and mastering the exercises of a higher kind.

GRADUATE DEPARTMENT.

The university in 1881 began the experiment of adding a number of post-graduate courses to its general work. The department has grown until at present courses are presented in philosophy, sociology, mathematics, natural sciences, languages and their literature. These are open to all students prepared for them. "Residence at the university is not required, provided students faithfully comply with the conditions of sustained, methodical study and of regular and full reports concerning their progress." In order to matriculate in the department applicants must give evidence of scholarship, such as "the bachelor's diploma from the university, or from some other institution making equal requirements for graduation, or by presenting such published results of

previous study as will show a corresponding measure of attainments, or by passing a satisfactory examination." Examinations are set during the course and at its close. A thesis, containing from four to eight thousand words must be submitted. "The thesis will be regarded as an important part of the work for the degree. It is expected to be either a contribution to human knowledge as embodying the results of original research, or such a discussion of a subject as by new and clearer exposition will lead to the more ready acceptance and wider diffusion of established truth."

The advanced degrees, for the attainment of which provision is made, are as follows: Doctor of philosophy (PH. D.), doctor of science (S. D.), and the degree of master in arts (A. M.), in philosophy (PH. M), in science (S. M.).

Persons who have not attained the bachelor's degree, but who, in the judgment of the faculty, are prepared to master the work of any one of the courses, are admitted upon the same terms and conditions as college graduates; and upon completing the course they receive, instead of a degree and diploma, a certificate of having taken the specific course. The matriculation fee in this department is $10; examination fees, $20 for the major course, and $10 for the minor course, a graduation fee of $10 and diploma fee of $5, making the total expense for attaining the doctor's degree, $55.

The post-graduate department had been pressed upon the consideration of the faculty of the university (says ex-President Taylor, from whose statement in the Post-graduate Quarterly of January, 1887, the particulars which follow are condensed) for some time before any attempt was made toward its creation.

It was along the line of mental and moral philosophy, in particular, that the need seemed to be at first developed. The effort to secure thorough scholarship of this kind, for the chair of psychology and cognate studies in our colleges, brought out the fact of the widespread neglect of fitting preparation therefor among those who might be presumed to possess ample qualifications. It was to be supposed that among our younger ministry, college-bred and trained in theological schools, it would not be difficult to find many a one with intellectual preparation fully sufficient as equipment for a professorship in this department. The close relation existing between metaphysical science and systematic theology, the intimate and inevitable connection of psychological theories with doctrinal systems, their necessary definitions of common first principles, would seem to require of capable theologians at least a working basis of information upon the great fundamental questions relating to the laws of the human mind and the nature of knowledge. The apparent lack of such acquisition, where it would most naturally be sought, awakened a deep conviction that some practical method should be adopted to open the way and to create a stimulus for the revival of higher studies among educated classes, such studies being so important to the development of profound and systematic thought.

This account of the origin of Course A may be applied to the remainder. In Course B the special "presence of vital questions of political economy and abstract and constitutional principles" was felt as demanding arrangement for appropriate studies. The courses were opened to

nonresidents because they were sought as students for whom residence was impossible, and yet for whom it was most desirable that they should be enlisted in carrying forward such studies. It was thought that the same facts (their being busy with lucrative professional engagements) which made residence impossible would make faithful and intelligent study more certain.

The first effort was made in 1881:

Two pages of the annual catalogue contain the first public announcement of the new department, its plan of study and regulations. Much conference, by letter and personal interview, had been held with competent men, mainly presidents and professors in our oldest and best institutions, as to the feasibility of this undertaking and chiefly as to the text-books suitable for such courses, the extent of study to be required, and the practicability of the non-resident feature. * * * It was not until early in the following year that a printed circular was issued laying down definite courses of study in all departments as they now stand, and which have been since but little amended, course A being at this time expanded. A new edition of this circular appeared in 1884, and a third in 1886, but slightly altered from the first. With much trepidation as to the result was the enterprise begun.

During the first year 12 students entered. One-third of these were from beyond the State, all were nonresident but 2, less than half were ministers, the remainder teachers. Two graduated. In the second year there were 23 students, 18 of whom were in course A, 3 in course B, and 1 each in courses C and J. Sixteen were ministers. Five of these have since graduated. The third year afforded a decided impulse arising from the increase of students and from the number of courses selected by them. Fifteen new candidates entered. Eighteen colleges were represented by alumni, among them Amherst and Michigan university. The total number of students was 36, of whom 25 were in course A, 5 in B, 2 each in C and H, and 1 each in F and I. They resided in 8 different States. Two of them were ladies. At the close of this year there were 6 graduates. In the fourth year there were 20 new candidates entered and 43 were enrolled in A, 9 in B, the remainder being distributed in eight of the other courses. "The catalogue enrolled 58 students in this department, scattered from New York to Oregon and from Maryland to Minnesota. The number of colleges represented was largely increased." Nine students were graduated. In the fifth year the total enrollment reached 59; in the sixth, 76; in the seventh, 93; in the eighth, 107; in the ninth, 116. Twelve were graduated at the Commencement of 1889 and the previous alumni of this department had reached 43. In October, 1886, the Post-Graduate and Wooster Quarterly was established, representing the post-graduate department and alumni of the university. It prints many of the theses offered and has gained a considerable circulation. "The prosperity of this department has surpassed the most sanguine anticipations of its projectors, and the present outlook seems more favorable than any previous prospect."

It may be added, in closing, that early among the few college week-

lies appeared The University Voice. Beginning in 1884, its patronage and the care in editing it have continued to increase. The older literary journal is now published twice a month. It is called The Collegian, and represents the more advanced literary work of the undergraduates.

There have been but three presidents of the faculty: Dr. Willis Lord (3 years), Dr. A. A. E. Taylor (10 years), and the present incumbent, Rev. Sylvester F. Scovel (6 years). Mutual confidence and harmony have reigned. There has never been a serious disagreement between faculty, trustees, students, or patrons. The large majority of all the students are connected with the evangelical churches, and there are now generally enrolled among them from fifty to sixty candidates for the ministry.

[AUTHORITIES: Presbyterian Encyclopædia, Johnson's Encyclopædia, History of Wayne County, Ohio.]

XIII.—DENISON UNIVERSITY.

(GRANVILLE, LICKING COUNTY.)

[Sketch by Mr. W. H. JOHNSON, Instructor in Greek, Granville Academy.]

The origin of Denison University may be traced to a desire for educated ministers for the State mission work of the Baptist denomination in Ohio.

The organized work of the denomination began with the formation of the Cincinnati Baptist Missionary Society in 1824. "We desire," said its founders, "to pray the Lord for an increase of laborers and to give evidence of the sincerity of our prayers by contributing to the support of the gospel and to the intellectual improvement of those who may be sent forth into the wide field of gospel labor." Second among the objects of the society was named "the education of ministers called, chosen, and faithful." Out of this society grew the Ohio Baptist State Convention, organized at Zanesville, May 22, 1826.

At a session of this body held at Lebanon, May, 1830, a number of those in attendance organized the Ohio Baptist Education Society and inaugurated a movement for the foundation of a college. A committee was appointed to receive proposals for its location and report at the next session, to be held at Lancaster, May, 1831.

A farm of about 200 acres was for sale near Granville, Licking County, and as the school was to be managed on the manual-labor system an effort was made by the Granville Baptists to raise a subscription sufficient to purchase this as an inducement to secure the school. This had not yet succeeded when the Education Society met at Lancaster; but Rev. Allen Darrow and Charles Sawyer, delegates from Granville, gave their personal pledge for the remainder and the proposition was accepted. A board of trustees was appointed, which took immediate steps to secure the additional money necessary for the purchase of the farm, ordered the remodeling of the farm house for school purposes, and secured Rev. John Pratt, a graduate of Brown University, as principal. On the 13th of December the school was opened in the Baptist meeting-house in Granville, as the buildings on the farm were not yet in order. During the first session the principal was the sole teacher.

In the first public announcement the name Baptist Literary and Theological Seminary of Ohio was used, but this was changed to the Granville Literary and Theological Institution before the school was opened.

This was commonly shortened to "The Granville Institution," for convenience. In 1845 the name was changed to Granville College. It is not unlikely that this name was used with considerable frequency for some time before that date. In 1853 a subscription of money from William S. Denison, of Adamsville, Ohio, led the board to pass a resolution that the school should thereafter be known as Denison University; but the legal steps necessary to such a change were not completed until 1856. The new name seems to have had considerable currency, except in official use, in the meanwhile. Of late years there has been a growing sentiment in favor of returning to the name Granville College, and it is possible that strangers are sometimes misled by the appearance of that name in print.

The original act of incorporation passed the two branches of the general assembly late in January, 1832, and received the signatures of the proper officers on the 2d of February. This act, with occasional amendments, served until 1867, when the school was reincorporated under the general law of 1852.

For some years the trustees were nominated by the Ohio Baptist Education Society, but the board was afterwards released from all outside authority except that of the general legislation of the State. It consists of thirty-six members who serve for three years and are divided into three classes, so that one-third can be chosen each year. Only residents of Ohio in good standing in some regular Baptist church are eligible, and at least five must be resident freeholders in Licking County.

The manual labor system adopted at the outset was abandoned as a failure after a few years' trial. Sectarianism was officially disclaimed at the very beginning, except that the tenets of the Baptist church were to be taught in the theological department. This department never received a very large share of attention, although the records of the board show a very earnest desire to place it on a fair footing.

It was wholly abandoned 20 years ago. Two professors of theology appear on the faculty rolls—Rev. Samuel B. Swaim, 1833–36, and Rev. Marsena Stone, 1861–70.

In 1852 it was resolved to establish an agricultural department. The board made earnest endeavors, at different times, to make it a success, but the attempt was at last abandoned, and the mention of it was dropped from the catalogues after 1863.

Until within a few years attention has centered almost exclusively upon the classical course. A scientific course was offered, but its contents and the facilities for conducting it were so unsatisfactory that it attracted few students except those who shrank from the more difficult work required in the classics. Within the last few years, however, the two courses have been placed upon an equal footing in time and amount of work required, and the laboratory space and facilities for scientific investigation have been largely augmented. It would be unjust to pass

this subject without an acknowledgment of the credit due to the pioneers in bringing about the change, Prof. Q. J. Osbun, who held the chair of chemistry and physics in 1883–84, and Prof. C. L. Herrick, of the chair of geology and natural history, 1885–89. Under the direction of the latter began the publication of the Bulletin of the Scientific Laboratories, which has done much to bring the university to the favorable notice of scientists in this and many other countries, and, by exchange, has rapidly increased the efficiency of the library for scientific purposes.

A philosophical course, substituting work in mathematics and modern languages for the Greek and part of the Latin of the classical course, was offered for a few years but has been withdrawn.

For 36 years the school had no productive endowment and its financial crises were many and severe. It was not yet six months old when its buildings were destroyed by fire, with no insurance. The debt incurred in rebuilding came perilously near resulting in a sheriff's sale. To the indomitable perseverance of President Pratt, who served in that capacity until 1837, and as a professor of Latin and Greek until 1859, its continued existence at this period is almost entirely due. From 1837 to 1853, under Presidents Jonathan Going and Silas Bailey, its embarrassments still continued, and were so increased in the latter year, partly by agitation for removal, that the work of instruction was for a few months suspended. It was finally decided that the school should remain at Granville, but should be removed from the farm to its present site on the hill just north of the village. About 20 acres of ground was purchased, a new building, now known as Academy Hall, was erected at a cost of nearly $19,000, and instruction began in the new location in the fall of 1856. An inventory of the property which had been accumulated up to 1853 showed an aggregate of less than $14,000. Under President Jeremiah Hall, who succeeded President Bailey and held the office until 1863, the total value of property arose to about $50,000; but the embarrassment arising from the lack of productive funds from which to pay the salaries of instructors still continued. This, with the disorders arising from the war, brought on another severe crisis with which President Samson Talbot was confronted on his accession in 1863. As the most promising source of relief, an appeal was made to the Ohio Baptist State Convention to aid in raising a fund of $100,000 for permanent endowment. The convention took up the task, and in 1867 the amount was completed and turned over to the trustees of the university, upon condition that the principal should remain intact and the interest be used exclusively to meet the expenses of instruction. Thus, for the first time, the institution had a source of financial support which could be relied upon, and it has ever since maintained a steady growth. It must be said in passing that one ray of light shone steadily through the long period of financial

darkness, and this was the earnest scholarly spirit which the school never failed to maintain.

More than $300,000 of productive funds are now in the hands of the board, exclusive of about $45,000, the income of which is not yet available for the use of the university. A movement which will raise the total amount above $500,000 is already well under way.

In 1871 a new building, now known as College Hall, was completed at a cost of about $30,000. It contains a hall for chapel exercises, chemical, physical, and biological laboratories, recitation rooms, and dormitories for forty-four students. The library building, known as Doane Hall, was completed in 1879, at a cost of over $10,000, the gift of W. Howard Doane, of Cincinnati. The total value of grounds, buildings, library, and apparatus is now (January, 1890) over $100,000.

A few donations of books were secured by President Pratt at the beginning, but the total value of the library was estimated at less than $400 as late as 1853. During the school year 1860–61, the library of the Fairmount Theological Seminary was purchased at a cost of $3,800. In 1867 a special fund was raised for the purchase of works needed in the departments of Latin and Greek, and other additions have been made from time to time until the number of bound volumes is just about 16,000. In 1887 the Dewey system of cataloguing was introduced with a very evident increase in the efficiency of the library. It is kept open about five hours daily and the students have free access to the shelves.

A considerable collection of material for the illustration of natural history has been accumulated, but much of this is unavailable for lack of room. The difficulty is soon to be removed by the erection of a building exclusively for scientific purposes.

The presidents of the university have already been mentioned down to the accession of Rev. Samson Talbot, whose early death, in 1873, was sorely lamented by all who knew either him or his work. He made a profound impression upon the students and community, and it was under his management that the era of prosperity began. For an interval of two years after his death Prof. F. O. Marsh served as acting president. Since 1875 the presidency has been held in succession by E. B. Andrews, Alfred Owen, and Galusha Anderson. Rev. N. S. Burton, a member of the board of trustees, performed the duties of the office for a few months between the last two.

The present incumbent, Daniel B. Purinton, LL. D., began his administration at the opening of the winter term, January 3, 1890.

Three hundred and fifty students have been graduated, closing with the class of 1889. About three-fourths of these belong to the latter half of the school's history. The first class graduated in 1840 and there has been a class every year since, with the exceptions of 1853 and 1855. About one-third of the alumni have entered the ministry, about one-sixth have engaged in mercantile pursuits, one-sixth in teaching,

and one-sixth in the practice of the law. Farming, journalism, medicine, and other miscellaneous pursuits are represented. For the last ten years the proportion entering the ministry has been just about one-fourth.

An alumni association was formed in 1859 and has been of considerable assistance to the board at different times in raising money for current expenses and in making valuable additions to the library. During the ten years ending with 1889 the number of graduates has averaged a little more than 50 per cent. of the number who entered the same classes in the freshman year.

The board have never thought it best to extend the privileges of the university to women, although at present some of the higher classes are open to students of Shepardson College for women until the faculty of the latter school shall be fully organized.

The lack of good academies in Ohio has made it necessary to maintain a preparatory school from the very beginning. This was reorganized on a separate basis, as Granville Academy, in 1887. It prepares students for the freshman class in the university and offers, besides, an academic course for any who may not desire to enter college. Its classical course requires three years' work in Latin, two in Greek, two in mathematics, two terms in rhetoric, and one each in elementary physics, physical geography, physiology, and ancient history. The scientific course allows the substitution of French for the third year of Latin and requires an equivalent amount of science and history in lieu of the Greek. These courses, or their equivalents, are required of all applicants for admission to the freshman class. It is customary to accept grades from other colleges of good standing and from a few of the best high schools in the State, so far as the work done coincides with that of the academy. It is regarded as extremely unfortunate that the better class of Ohio high schools are not so organized that their diplomas, upon approval by the board, could entitle the holder to full standing in the freshman class.

The classical course in the university requires two years each of Greek and Latin and four terms of mathematics. Of the remaining work of the four years, about three-fourths is required and one-fourth made up from a list of electives. In the scientific course, science and modern languages are substituted for Greek and Latin and the ratio of required to elective work is not quite so great.

The teaching is very largely by the daily recitation method, though the lecture system is resorted to whenever, in the judgment of the instructor, it offers superior advantages. In the scientific laboratories, each pupil is required to spend a large amount of time in experimental work in addition to the recitation from the text-book.

Examinations, written or oral—often both—are required at the close of each term's work, and the results are combined with the daily recitation record in determining whether a student shall be allowed to pro-

ceed with his class. The system of marking has not developed here the evils with which it is often credited in other places.

The faculty and trustees have steadily refused to bid for patronage by lowering the standard of work or the requirements for admission, and there has been no disposition to yield to the popular outcry against the study of Latin and Greek. Thorough mental discipline has been, and is still, the keynote of the school's work, since it is held by those in authority that the most liberal culture of all the faculties is, in the end, the most practical education. It is worthy of remark, too, that the faculty are thoroughly in agreement in this matter. The instructors in the different sciences recognize fully the disciplinary value of the ancient languages, and, on the other hand, the instructors in Latin and Greek have given their most hearty coöperation in the recent upbuilding of the scientific department. A steady adherence to so high a standard has probably cost something in number of students enrolled, but it has given Denison a very high standing in professional schools to which its graduates have resorted.

Honorary degrees are conferred, but a careful discrimination has been aimed at in this respect. It has been customary to give the master's degree to graduates of three years' standing upon the usual conditions.

According to a system recently adopted, the degrees of A. M. and M. S. are now offered for post-graduate work. If the work is done at the university one year is required; if elsewhere, two. In either case it must be under the direction of the faculty and examinations are required. The applicant must select, with the approval of the faculty, some main study which may be a language, other than English, or some branch of mathematics, philosophy, or science. He must also select for each term two minor studies.

For the degree of A. M. there must be at least one term's work in Greek or Latin, one in a modern language other than English, one in history, and one in English Literature; for the degree of M. S., at least a complete year in some one physical science and two selected terms of physical science in addition.

In an early effort to secure funds for endowment, perpetual scholarships, entitling the holder to free tuition, were issued to the number of about twenty. These are held by various parties, who rent them to students at a slight discount from the regular charge for tuition. According to the conditions of a certain subscription to the endowment fund, free tuition is granted to the beneficiaries of the Ohio Baptist Education Society to the number of forty, if desired. There is also a small fund, the income of which is loaned to deserving young men who are not students for the ministry. By the action of the board the president has power to remit tuition in urgent cases.

There are four literary societies in the university, two connected with the college proper and two with the academy.

There is also a scientific association, organized in 1887, which aims to

stimulate scientific research and to assist in collecting material for use in the laboratories.

The reading room and lecture association, organized in 1873, provides a well-selected list of newspapers and magazines and secures each year a course of lectures and musical entertainments. The Young Men's Christian Association maintains an active and efficient organization. There is also an oratorical association, maintaining connection with State and interstate organizations of the same kind.

A monthly magazine, the Denison Collegian, has been maintained by the students since 1867. It is under control of the Franklin and Calliopean literary societies. An earlier venture in this line, the Denisonian, 1857–58, perished for lack of financial support. The Adytum, published by the Greek-letter societies, has appeared twice. It was projected as an annual, but the difficulty of securing financial support has prevented its regular appearance.

There is an active local interest in athletic sports and an annual "field day" has been held for some years. The records made have been unusually good, notwithstanding the lack of regular athletic training. Intercollegiate athletics have received very little attention.

It is to be regretted that the limit of space does not permit biographical sketches of a number of the men who have been most active in the upbuilding of Denison University. A slight tribute has already been given to the work of Presidents Pratt and Talbot. Next to these men, in the early history of the school, should be mentioned Dr. John Stevens. As editor of the Baptist Weekly Journal of the Mississippi Valley, he gave vigorous support to the enterprise in its infancy. As a member of the faculty from 1838 to 1843, and again from 1859 to 1875, he was a tower of strength. From 1875 until his death in 1877 he was emeritus professor of Latin. Among the prominent members of the board, Allen Darrow, D. Shepardson, D. D., E. E. Barney, T. W. Ewart, E. Thresher, M. E. Gray, J. M. Hoyt, W. P. Huffman, and L. G. Leonard are only a few of those whose liberal gifts and earnest personal attention deserve recognition at length. Very few schools have been blessed with a board so ready to sacrifice time and money to the work.

No extended history of the University has been published, and many important facts can be found only in the records kept by the officers of the board. The records of the Ohio Baptist Education Society and the Ohio Baptist State Convention also contain valuable material, though one is compelled to regret, in consulting them, that, in the early days, the importance of a full and lucid record was underestimated. Lack of time forbids a complete bibliography, but the following authorities may be worthy of mention:

Annual catalogues of the university; general catalogues, 1878, 1881, 1885, and 1888; plan for the endowment of Granville College, Granville, 1853; Financial Condition of Denison University from its Origin, December, 1831, to the Present Time, October, 1863, by Rev. S. Talbot,

president; Financial History of Denison University, published by order of the board, 1879; The History of Granville, Licking County, Ohio, by Rev. Henry Bushnell, Columbus, 1889; History of Licking County, Ohio, Newark, Ohio, 1881; A History of Education in the State of Ohio, Columbus, 1876; Cathcart's Baptist Encyclopedia, Philadelphia, 1883; files of Baptist Weekly Journal of the Mississippi Valley, 1831–34, and the Cross and Journal of the Mississippi Valley, 1834–42; files of Journal and Messenger, Denison Collegian, and Granville Times; bulletin of the scientific laboratories of Denison University; annual reports of finance committee; Memoir of Ebenezer Thresher, pages 76–93, by Rev. H. F. Colby, D. D., Dayton, 1886.

XIV.—BUCHTEL COLLEGE.

(AKRON, SUMMIT COUNTY.)

The founding of Buchtel College, in the city of Akron, is due to a movement which originated with the Universalist Church of the State of Ohio. In the year 1867 the Ohio State Convention of Universalists, composed of the clergy of the State and representatives from all its parishes, heard a report from its committee on education in favor of establishing a seminary for the education of the young of both sexes. At the next annual session of the convention, in June, 1868, a plan for the establishment of an academy was presented by Rev. Andrew Willson and unanimously adopted. This plan was not, however, carried out, and in 1869 the convention reconsidered its former resolution and authorized the board of trustees and committee on education to take the necessary steps for the organization of a college.

The board of the convention then consisted of Rev. J. S. Cantwell, Rev. Andrew Willson, Rev. H. L. Canfield, Rev. J. W. Henly, and O. F. Haymaker, esq., and the committee on education of Rev. E. L. Rexford, Rev. M. Crossley, and Rev. B. F. Eaton.

In view of the near approach of the one hundredth anniversary of the Universalist Church of the United States, it was desired to make the new college the centennial offering of Ohio.

Accordingly, at a joint meeting of the above mentioned board and committee, held in November, 1869, Rev. H. F. Miller, of Indiana, was invited to become their financial secretary, to supervise and direct the raising of the money necessary for buildings and endowment. Mr. Miller accepted the invitation and entered upon the duties of his office in January, 1870.

Petitions from several places, praying for the location of the college, were received and considered by the board; finally at a joint meeting held in Columbus, February 16, 1870, the location was fixed in Akron on condition that the citizens of Summit County legally secure $60,000 to the State Convention of Universalists. In pursuance of this offer a prompt and vigorous effort was made at Akron to secure the location of the college in that city. John R. Buchtel led off with a subscription of $25,000 for the endowment fund and $6,000 for the building. He was followed by others, so that on the 31st day of May, 1870, the financial secretary was able to report to the board of trustees and committee on education that the $60,000 necessary to secure the location of the col-

lege at Akron had been subscribed. This body, then in joint meeting, on the above-mentioned day, passed a resolution locating the college, which was then called the "Universalist Centenary School of Ohio," in the city of Akron, and named as "corporators," to act in conjunction with itself, Rev. H. F. Miller, Rev. Millard Spaulding, Rev. George Messenger, Henry Blandy, esq., and the following resident freeholders of Summit County: John R. Buchtel, Hon. N. D. Tibbals, E. P. Green, esq., Col. George T. Perkins, James A. Lantz, and George Steese, esq.

The steps prescribed by the laws of the State of Ohio for the organization of the corporation were then taken, and articles of association were drawn up and adopted. The association, which took the name of "Buchtel College" and organized "for the establishment and maintenance of a college of learning for both sexes, to be under the control of the Ohio State Convention of Universalists," was composed of John R. Buchtel, Rev. J. S. Cantwell, George T. Perkins, Henry Blandy, Rev. George Messenger, Rev. B. F. Eaton, N. D. Tibbals, Rev. J. W. Henly, E. P. Green, O. F. Haymaker, Rev. Millard Spaulding, James A. Lantz, and George Steese. It was made the duty of these to elect a board of eighteen trustees, five of whom should always be resident freeholders of Summit County, and who should be directors of the college, with power to make all necessary by-laws, erect suitable buildings, etc.

It was provided that after the first election of trustees by the corporators, the Ohio State Convention of Universalists should at each annual session nominate at least fifteen persons whom they may think to be suitable for the office of trustees, and that the acting trustees should, from the persons so nominated, make all elections and fill all vacancies.

The first board elected was composed as follows: For 3 years, John R. Buchtel, president; H. Blandy, Phillip Wieland, J. D. Auger, E. P. Green, George T. Perkins; for 2 years, Rev. H. L. Canfield, Rev. E. L. Rexford, Gen. James Pierce, J. F. Seiberling, Rev. J. S. Cantwell, Hon. N. D. Tibbals; for 1 year, O. F. Haymaker, S. M. Burnham, secretary, J. P. Cochrane, Charles Foster, Rev. George Messenger, Avery Spicer. George W. Crouse, not a member of the board, was appointed treasurer. As early as the next meeting of the board, December 28, 1870, it was voted that the financial secretary be authorized to make contracts for perpetual scholarships at $1,000, and a committee was appointed to prescribe a form of contract for such scholarships. It was not, however, until November 19, 1872, that the report of this committee was made to the board, when the form of contract presented was adopted. According to this form, the donor agrees to pay at his decease the sum of $1,000 to found and secure for himself and heirs a perpetual scholarship in Buchtel College, and agrees to pay interest annually on this sum, at a rate per cent. to be agreed upon when the contract is signed. This rate of interest has generally been fixed at 6 per cent.

The privileges of these scholarships were limited by action of the board to the regular courses in the college and preparatory department,



BUCHTEL COLLEGE—MAIN BUILDING.

and may be used to defray the expenses of "tuition and room rent as defined by the catalogues," but do not "include any extras therein specified."

On the 28th of December, 1870, plans for the college building were submitted to the board by the architect, Thomas W. Lilloway, of Boston, and a building committee of seven was appointed to proceed with the construction of the edifice according to the plan adopted. The building was located on an eminence overlooking the city of Akron, said to be one of the highest points of land in the State.

On the 4th of July, 1871, the corner stone was laid, with appropriate ceremonies and an address by Horace Greeley, on "Human conceptions of God as they affect the moral education of the race."

The address was a defense of theism in opposition to the spirit and tendency of an atheistic materialism.

Mr. Greeley's estimate of the functions of this class of public institutions is as follows:

> This, then, I apprehend, is the proper work of the college: To appreciate and measure, and undistrustfully accept and commend, the gigantic strides which physical science is making in our day, yet not be swept away by them; to lend an attentive and unprejudiced ear to the bold speculations of our Darwins and Huxleys, when they seem almost to lay a confident finger on the very heart of the great mystery of life, without fear that they will ever banish God from this universe or restrict Him to some obscure corner thereof; to welcome all that is true and beneficent in the impetuous currents of modern thought, but not to exaggerate their breadth and depth, nor accept their direction as authoritative and final; to proffer a genial and gracious hospitality to whatever is nobly new, yet hold fast, and from time to time assert, the grand old truths which are grounded in the nature of man and his relations to the universe, in the firm assurance that no discoveries in science, no advances in human knowledge, can ever invalidate or ever belittle the Golden Rule, and no conclusions of philosophy ever equal in importance that simple affirmation of the untaught Judean peasant who long ago perceived and proclaimed that "God is love."

Rev. T. B. Thayer, D. D., of Boston Mass., having declined a call to the presidency of the college, a call was extended to the Rev. S. H. McCallister, of New Hampshire, in March, 1872, which was accepted. The building was rapidly pushed to completion and was ready for occupancy in the fall of 1872.

On the 22d of September of this year President McCallister was inaugurated, the college having been opened for the reception of students a few days before. The faculty was constituted as follows: Rev. S. H. McCallister, A. M., president and professor of mental and moral philosophy; N. White, A. M., professor of ancient languages; S. F. Peckham, A. M., professor of natural science; Carl F. Galbe, A. M., professor of modern languages; Miss H. F. Spaulding, L. D., professor of rhetoric and English literature; Alfred H. Welsh, A. B., professor of mathematics; H. D. Parsons, professor in normal department; Gustavus Sigel, professor of music; Miss Hattie L. Lawdon, teacher in English.

The number of students registering the first year for the classical

course was only 7, of whom 6 were classified as freshmen and 1 as junior. These entered for the regular college course of 4 years.

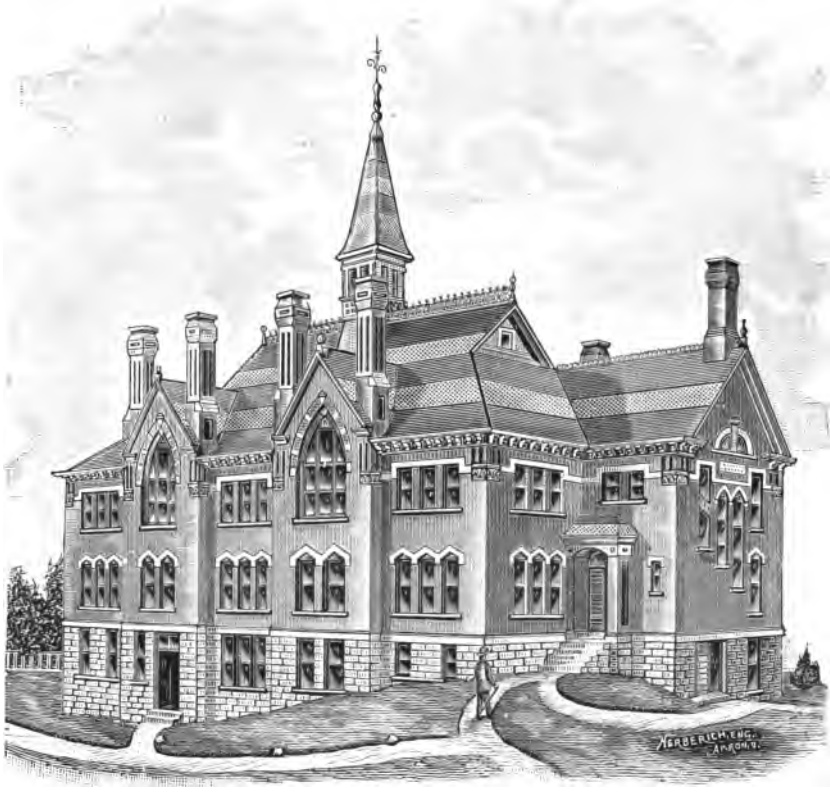
For the short course of 2 years, called the philosophical course, 39 registered. The academical or preparatory department numbered 171, making a total of 217, of whom 119 were gentlemen and 98 ladies. This was the greatest number in attendance at one time during the year.

The large number of ladies in attendance is worthy of notice as showing the confidence of the public at this time in coeducation. Coeducation was, indeed, no longer a novelty in the West, the experiment having been pretty thoroughly tested in Oberlin, Delaware, Antioch College, and other institutions.

It is proper to add that the experience of Buchtel College up to this time has tended to confirm its officers in the opinion that the founders of the institution acted wisely in opening its doors on equal terms to both sexes. At the opening of the college but two courses were established—a classical course of 4 years, with 3 years of work in the preparatory department, and a philosophical course of 2 years with preparatory work of 3 years. The classical course corresponded with that usually pursued in colleges in the United States, and has continued substantially the same to the present time except that in 1879 it was considerably strengthened in the department of mathematics.

The philosophical course of 2 years, with 3 years of preparatory work, was extended to 3 years in 1884, with 2 years' preparatory work, and was called the philosophical and engineering course. In 1876 the name again was changed to that of philosophical course, when it was extended to 4 years, with 2 years of study in the preparatory department. Besides the regular English studies usually pursued in college, it contained the modern languages and the usual course in natural science, and was especially strong in mathematics. In 1878 this course was discontinued, and, in 1879, it was restored as a 4 years' college course, with 3 years of preparatory study, and Latin was substituted in place of the higher scientific and mathematical studies which it had formerly contained. As such it remained till 1881, containing the modern languages (2 years of German and 1 year of French), the usual English studies, a thorough course in natural sciences and mathematics, and most of the Latin of the classical course.

In 1874 a scientific course of 3 years, with 2 years of preparatory work, was established, containing, in addition to the usual English, scientific, and mathematical studies, all the Latin of the classical course. In 1876 this was made a 4-years' course with 2 years of preparatory work. In 1877 the Latin work was reduced to Cæsar, Cicero, and one session of Virgil. In 1879 it was changed into a scientific in the stricter sense of the term by excluding Latin, with the exception of 1 year's work in this language in the preparatory school; in this form it remained till 1881, at which time it had 4 years of college and 3 of pre-



BUCHTEL COLLEGE—GROUSE GYMNASIUM.

paratory work, and was especially strong in English and mathematics, including studies in engineering. In 1877 the ladies' literary course was established. This was a course of 4 years, and the preparation required was the ordinary discipline in the common English branches.

In 1878 it was made a 3-years' course with 2 years of preparatory discipline, and in 1879 it was discontinued.

It will be seen that the college courses as now constituted embrace (1) the ordinary classical course; (2) a philosophical course, from which Greek is excluded, but which contains most of the Latin of the classical course, English studies, German and French, a thorough discipline in natural sciences, and the mathematics usually taught in colleges; (3) a scientific course, which is without Latin or Greek, but contains French and German and natural science, and is especially strong in mathematics (including studies in engineering) and in English.

PRESIDENTS AND FACULTY.

Rev. Sullivan H. McCallister, D. D., from 1872 to 1878; Everet L. Rexford, D. D., from 1878 to 1880; Rev. Orello Cone, from 1880.

The professors who have served in the college are as follows: Rev. Nehemiah White, A. M., PH. D.; S. F. Peckham, A. M.; Miss Helen F. Spaulding, L. D.; Carl F. Kolbe, A. M.; Alfred Welsh, A. M.; Elias Frauntfeller, A. M., PH. D.; Sarah M. Glazier, A. M.; Charles M. Knight, A. M.; I. B. Chate, A. M.; Rev. George A. Peckham, A. M.; Benjamin T. Janes, A. M.; Miss Maria Parsons.

The property of the college, including buildings, grounds, philosophical and chemical apparatus, furniture, etc., cost originally about $175,000. It has two endowments of $25,000 each, given, one by Mrs. L. D. Messenger in memory of her deceased husband, Rev. George Messenger, and one by John H. Hilton, of Akron.

There are also two endowments of $20,000 each, one of which was given by the women of Ohio and Pennsylvania to endow a woman's professorship.

Of this amount $10,000 were given by Mrs. Chloe Pierce, of Sharpsville, Pa., and the professorship has been called by her name. The other was endowed by J. R. Buchtel, in the name of his wife, Mrs. Elizabeth Buchtel. There are thirty scholarships of $1,000 each, of which those already productive are paying 6 per cent. per annum. Two of these were endowed by residents of Summit County, John R. Smith and John H. Hilton.

Mr. Buchtel has continued his donations to the college and in 1882 transferred to it property consisting of city lots and stock in a paper mill, valued in all at $70,000. On the 18th of January, 1883, his birthday, which was the first celebrated as Founder's Day by the faculty and students, he gave the college $100,000 in money. On the same occasion Mrs. S. A. Messenger gave $25,000. During this year the

grounds were improved and inclosed with an iron fence, the citizens of Akron contributing about $2,000 for the purpose. In 1885 an astronomical observatory was built and equipped with a complete set of instruments. The alumni prize fund was increased to $1,000.

A bequest of Isaac Kelly, of Pennsylvania, of $35,000, was realized this year, and Mr. Henry Ainsworth, of Lodi, Ohio, who had already given several scholarships of $1,000 each, endowed the chair of mathematics with $30,000.

On commencement day, 1887, Mr. Buchtel, who a few months before had been disabled by paralysis, was carried to the platform and formally transferred to the college $100,000 in 6 per cent. bonds, and his life insurance, amounting to $74,000.

By the will of M. H. Ainsworth the college received this year $25,000. Mrs. Messenger, who died in January of this year, also added $5,000 to the Messenger fund.

During this year by the liberality of Henry Grapp Crouse, who gave $10,000, and of Mr. Fred Schumacher, who gave $5,000, the Crause gymnasium was built and completely furnished, at a total cost of about $20,000. This year Mr. O. C. Ashton, of Bryan, Ohio, established the Ashton prize fund for elocution.

In 1883, C. C. Bates was called to the chair of Latin and H. D. Shipman to that of Greek, these two chairs having been established in place of the chair of ancient languages.

In 1884 two chairs were established in the place of the one chair of Natural Science, and the former incumbent of this chair, Prof. C. M. Knight was made professor of Physical Science, and E. W. Claypole was called to the chair of Natural Science. The work in these departments has been much extended, and fine cabinets are in process of formation. The attendance has been steadily increasing.

[AUTHORITIES: The above history is taken from Kelly's History of Summit County, with additions by President O. Cone.]

XV.—THE UNIVERSITY OF CINCINNATI.

(CINCINNATI, HAMILTON COUNTY.)

[Sketch by Judge SAMUEL F. HUNT.]

The University of Cincinnati was organized under an act of the general assembly of Ohio, entitled "An act to enable cities of the first class to aid and promote education," passed April 16, 1870.

It is founded and to be maintained, according to the provisions of the statute, from any funds either heretofore or hereafter to be given to the city of Cincinnati for the purpose of establishing or aiding an institution for promoting free education. The statute authorizes any person or bodies corporate holding any estate or funds in trust for the promotion of education, or any of the arts or sciences, to transfer the same to the city as a trustee for this purpose. It was intended that there should be a consolidation of the various funds then existing, and which separately could be of little or no avail for the purposes for which they were originally devised or donated.

The same legislation furthermore authorizes a tax by the city of one tenth of one mill annually for the support of the institution. This legislation contemplated the union of various estates or funds in trust, and it was thought that united action would result in the foundation of an institution of learning worthy the name of University.

The act, which passed the legislature in 1870, went into practical effect by the election of a board of directors in January, 1871. The original endowment has been increased by important donations from the Cincinnati Astronomical Society, Mr. Joseph Longworth, Mr. John Kilgore. Mr. Julius Dexter, and by a bequest from the late Rev. Samuel S. Browne. While the University of Cincinnati was not primarily designed to be an academy for learned acquisition and research in their highest sense, yet its friends determined that it should be made such in fact, and that it should become a school of the highest culture. Difficulties were encountered and prejudices overcome until three departments were successfully organized—the academic or department of literature and science, the school of design, and the observatory.

The common schools of Cincinnati are not surpassed. The Woodward fund, which led to the establishment of the Woodward High School, and the Hughes fund, which led to the establishment of the

Hughes High School, render excellent service in the cause of High School education. The University of Cincinnati is a fitting complement to this system. It is confidently expected that the Cincinnati Law School, as well as the Mechanics' institute, which has accomplished so much for the public good, will yet be comprehended under one grand system to the end that there may yet be established a great institution of learning rivaling in advantages the continental idea of a university with distinct faculties and comprising the professional studies of law and medicine and art, as well as the advanced courses of scientific and classical studies, or the English university, which includes from ten to twenty distinct colleges under one general government.

THE ENDOWMENT OF CHARLES M'MICKEN.

The university idea for Cincinnati had its origin in the munificence of Charles McMicken. His purpose was to bring the means of acquiring a liberal education to the very homes of the young men and young women of his adopted city. He devoted his estate to the enlargement of human knowledge. He was willing to share his fortune with mankind. The influence of this endowment has grown with the years and will increase with the generation. There has already been created an atmosphere of science, and of art, and of literature, and of general culture. It may require time, but there will be furnished an opportunity for education in all the branches taught in the best colleges and universities in the country. This is the language and spirit of the bequest.

Charles McMicken was born in Bucks County, Pennsylvania, in the year 1782. He was early trained to habits of industry and economy. He left home at the age of 21, and set out, on horseback, to seek his fortune in the far West. In the spring of 1803 he reached the village of Cincinnati, then with a population of a few hundred souls. The only available means with which to commence the struggle for life consisted of his horse and saddle and bridle. He first engaged in trade on the river, in flat-boats, and soon after established himself as a merchant at Bayou Sara, on the banks of the Mississippi. His business career was a most successful one, and while he purchased a home in Cincinnati, to which he resorted in summer, he passed his winter in the South, even to the time of his death.

The skillful management and correct business habits of Charles McMicken enabled him to accumulate a fortune estimated at more than $1,000,000. He never married, but was surrounded by an extensive circle of relatives, many of whom were educated by his liberality; others received generous gifts at his hands. It is said of him that he was sternly self-reliant. He made his own contracts, examined the titles to his property, and was so retiring and reticent in his disposition that he had no confidants and no one was informed of the leading purpose of his life, the establishment of an institution of learning, until he handed his will (about one year before his death) to his attached friend

Freeman G. Cary, president of Farmer's College. Liberal donations for charitable objects were made by him from time to time, and but a few years before his death he subscribed $10,000 for the endowment of the professorship of agricultural chemistry in Farmer's College. The last will and testament of Charles McMicken, who died in Cincinnati, Ohio, March 30, 1858, was executed on the 22d day of September, 1855. It was admitted to record and probate by the probate court of Hamilton County, Ohio, May 1, 1858.

The will contained thirty-nine sections. After the bestowment of numerous legacies and creating several annuities—with large sums and principally to his kindred—he made provision for founding two colleges, embracing in extent a university education, and intended for both boys and girls; and further directed, after the organization and establishment of such institutions of learning, should the funds justify, that suitable additional buildings should be erected for the care and education of such orphans as might be admitted as pupils.

The thirty-first item of the will declares as follows:

XXXI. Having long cherished the desire to found an institution where white boys and girls might be taught not only a knowledge of their duties to their Creator and their fellow-men, but also to receive the benefit of a sound, thorough, and practical English education, and such as might fit them for the active duties of life as well as instruction in the higher branches of knowledge, except denominational theology, to the extent that the same are now or may hereafter be taught in any of the secular colleges or universities of the highest grade in the country, I feel grateful to God that through his kind Providence I have been sufficiently favored to gratify the wish of my heart.

I therefore give, devise, and bequeath to the city of Cincinnati and to its successors, for the purpose of building, establishing, and maintaining, as soon as practicable after my decease, two colleges for the education of white boys and girls, all the following real and personal estate in trust forever;

* * * * * * *

It is my desire also that the moral instruction of all the children admitted into the said institution shall form a prominent part of their education, and that, as far as human means may allow, they shall be made not useful citizens only, but good citizens, deeply impressed with a knowledge of their duties to their fellow-men, and with a love for their country and its united republican institutions, in the blessed and peaceful enjoyment of which it is my fervent prayer they and their descendants may continue to live.

A valuable portion of the gift of Charles McMicken to the city of Cincinnati—the lands in Louisiana—was entirely lost to the trust in 1860 by a decision of the supreme court of that State, annulling that part of the devise at the instance of one or more of his heirs at law.

It is estimated that the value of the real estate devised by the will of Charles McMicken, with improvements since built out of the income, will reach the sum of $600,000. The sum required to pay the legacies as well as annuities, of course, is a paramount charge on the funds. The rental from the estate for the year ending December 31, 1889, realized the sum of $30,711.82.

ENDOWMENT.

The character and extent of the trust held by the city of Cincinnati for the maintenance of the university, under the act of the general assembly of Ohio, passed April 16, 1870, is as follows:

Real estate devised by will of Charles McMicken, with improvements since built out of income (estimated)	$600,000
University buildings, apparatus, and furniture	78,411.25
Observatory, instruments, library, and furniture, mostly presented by the Cincinnati Astronomical Society. (Not appraised.)	
Real estate given by Mr. John Kilgore toward the erection of observatory	10,000.00
Cash given by Mr. John Kilgore toward erection of observatory	10,000,00
Cost of erection of observatory, in addition to the Kilgore donation	19,658.40
Endowment by Mr. Julius Dexter for support of observatory	1,000.00
Amount of Brown endowment fund invested in United States Government 4 per cent bonds, par value	1,650.00
Amount of Brown endowment fund invested in bonds of the city of Cincinnati, par value	16,000.00
Annual tax levy for observatory purposes, 1889	5,211.60
Annual tax levy for university purposes, 1889	19,109.44
Amount of Brown endowment fund uninvested, being proceeds of sale of lot 158 and lot 34, plat A, Brown estate	542.67

In addition to the revenue arising from these trust funds the general assembly has authorized the levy and collection of one-tenth of one mill for the purposes of the university. The sum thus collected during the past decade has reached between $18,000 and $19,000. There was paid annually, however, from this levy to the commissioners of the sinking fund the sum of about $8,320 to meet the interest on the university bonds heretofore issued and for the purposes of the sinking fund.

There is also an additional levy authorized by the legislature of three-hundredths of one mill annually for the maintenance of the observatory. The amount thus realized for the year 1889 reached the sum of $5,211.60.

THE GOVERNMENT OF THE INSTITUTION.

The government of the university is committed to a board of nineteen directors, of whom the mayor of the city is one by virtue of his office. The others are appointed by the common council, from persons of approved learning, discretion, and fitness for the office, six of whom shall be appointed from persons nominated to the common council by the board of education of the city, and twelve from persons nominated to the common council by the superior court of Cincinnati. Each director continues in office for six years.

THE FACULTY.

The corps of active instructors is not large, as compared with that of older and more richly endowed institutions, but is sufficiently strong in numbers to fill every department fully until the number of pupils shall

become greatly multiplied. The professors are gentlemen who have won high standing in their several specialties, both by original work and successful teaching. Whilst the university does not claim for its material means of education—its buildings, its cabinets, its laboratories, and its libraries—the fullness and the abundant provision which old and rich institutions may boast, these are still sufficient for thorough instruction and illustration. The class rooms are commodious and cheerful. The cabinets may justly be said to be, by reason of recent additions, more than commonly rich in geology, in mineralogy, in zoölogy, and in chemistry. The apparatus and laboratory fittings and equipment in chemistry and in physics are of the most approved and modern forms. The Public Library of Cincinnati, which is wisely conducted as part of the educational appliances of the city, is fast becoming a valuable library of reference in science and high literature, in addition to its extensive usefulness as a great circulating library. The prospect of uniting the various educational interests of the city under the title of the University of Cincinnati has received the cordial support of the board, and there has been most favorable progress in that direction.

The matriculated students in the various departments under the university idea for the academic year 1888–89 may be summarized as follows:

In the academic department	118
In the Miami Medical College	83
In the Medical College of Ohio	228
In the College of Pharmacy	84
In the College of Dental Surgery	120
In the clinical department of the Cincinnati Hospital	395
Making a total of	1,028
Deduct students counted in more than one department of the university	291
Total	737

It is evident that the highest and best educational influences are uniting in establishing an institution of learning worthy of the central city of this great valley. The board has not been slow to foster this philanthropic spirit. At the meeting in October, 1888, the chairman of the academic committee, the chairman of the board of directors, and the president of the university were authorized to solicit or negotiate with any party or parties desiring to endow a professorship or donate funds for the erection of a building for an educational department of the University of Cincinnati. It is thus expected that the usefulness of the institution will be enlarged and stimulated by support and encouragement at home, so that the work of our high schools may be supplemented by the culture and education which come from a thorough collegiate course.

CURRICULUM AND EQUIPMENT.

The university has been in full and active operation for 16 years. During that period it has graduated 137 students and conferred 14 post-graduate degrees. The number of pupils at present enrolled is 130. Its corps of instructors has been increased from time to time, until it now numbers 14, and its facilities for instruction have been materially improved. It has now accommodations for about 200 pupils. The chemical laboratory can accommodate 46 pupils. The inventoried value of its apparatus at present is $6,000. The equipment of the department of physics is also valued at $6,000. In natural history a biological laboratory has been organized, and there are valuable working collections in mineralogy, geology, and zoölogy. Facilities are offered for the study of assaying and metallurgy. The department of civil engineering has a well-lighted drawing room, in which engineering drafting is regularly taught. There is also a full set of engineering field instruments of the finest construction, which are used every year in giving the practical work of railroad surveying and location. The observatory is supplied with the large and well-known Mitchel refractor (28 centimetres aperture), a transit instrument, a meridian circle, a large and valuable astronomical library, and the other usual appliances.

The present shaping of the several courses leading to degrees is the result of 16 years of experience. Opinions differ in this country upon the respective merits of the ancient and of the modern languages, of science and of literature, of elective studies and of required courses. The university has been called upon to meet these questions in one or another shape, and has tried to settle them, so far as they admit of settlement, in a spirit of fairness. It recognizes the fact that the same studies and routine are not suited to all minds. It admits that differences of taste and different aims in life on the part of the pupils call for diversity of instruction. On the other hand the university, guided by its own experience and by that of similar institutions, perceives clearly that college students are not to be intrusted with the selection of their studies, except under certain sharply defined restrictions. The several courses here offered are regarded as an equitable adjustment of all reasonable demands. Each course has been planned to meet the wishes and needs of a different body of students. The freedom of the student consists in his privilege of selecting that course which best suits him. But, having made his choice, he is not permitted to change capriciously. It may be added that, while nearly all the studies of the first 3 years are obligatory, there are some hours in the fourth year which may be occupied with elective studies.

The object of the course in civil engineering scarcely calls for explanation. It corresponds closely to similar courses in the polytechnicums and scientific schools of Europe and America. The best evidence of

its excellence is the fact that many of its graduates have already attained to prominence.

The course in science is planned liberally. During the first 2 years the studies are necessarily of a general nature, training the pupil in those fundamental processes which underlie all scientific investigation. In the last 2 years the pupil can follow his individual bent in the direction of chemistry, of physics, of astronomy, or of natural history. These departments offer excellent opportunities to all who intend qualifying themselves for the pursuit of medicine, theoretical or applied chemistry, physical investigation, electrical engineering, mining and metallurgy, and many other professions and industries.

The course in arts corresponds in the main to the usual classical curriculum, but has been liberalized by the introduction of one full year of chemistry, one of physics, two of English literature, and two of logic and psychology. Greek and Latin are taught with more than usual thoroughness, and enough of French and German to enable the pupil to read text-books of average difficulty. For the study of Arabic and Hebrew the university also offers special advantages.

The course in letters, as its title implies, deals more with modern literatures. It recognizes the fact that there are many young persons of decided ability who are not especially interested in the study of science or of mathematics beyond the high school requirements. The only ancient language required in this course is Latin. But students adequately prepared in Greek may continue that language as in the course in arts. English literature is taught with a fullness not equaled, it is believed, elsewhere in the country. A progressive series of studies in logic, psychology, and ethics forms an essential part of the course. The languages and literatures of France and of Germany are studied to the fullest extent possible in an English-speaking community. A certain amount of science is also included in this course and more can be taken as elective.

It is the practice of the university to admit into its classes as special students persons not desiring to pursue a full course. All such special students are required to pass the full entrance examination to some one of the regular courses.

In the matter of Biblical instruction the university has endeavored to comply with all existing requirements. By the terms of Charles McMicken's will, the Bible in the Protestant version is to be used as a book of instruction; but, as a public institution, supported in part by city appropriation, the university can not insist upon any form of religious compliance from its pupils. The Protestant Bible is taught by the professor of ethics. The instruction is expository and is believed to be in full accord with the spirit of the founder's will. In order that all pupils may avail themselves of the instruction, the hour in which it is given is not occupied by any other university exercises. Attendance is voluntary. Those who attend are subject to examination, and may

count the study in making up the required number of hours in their respective courses.

One feature in the composition of the university faculty is worthy of note. There are no tutors. All the instruction that a student receives, from the beginning to the end of his course, is given by a professor, and each professor has been appointed solely on the strength of his especial qualification for his particular chair. The student has a far larger share of time and attention than is possible in the older colleges, where the rooms are overcrowded and where the instruction during the first 2 years (usually the *decisive* years) is too often given by tutors without especial qualification or experience. The gratifying results already obtained in this university show unmistakably the strong and healthful personal influence that may be acquired by professors in 4 years of such daily contact.

The university has from its inception, and in compliance with the will of its founder, placed young men and young women upon a footing of equality. Both attend the same lectures, recite in the same rooms and upon the same lessons, and are subject to the same term examinations. The results are an additional evidence, if any were needed, that coeducation is not only feasible but desirable.

Too much prominence can not be given to the fact that the university is an integral part of the city system of higher education. The technological course in the high schools is in direct preparation for the university courses in engineering and in science. The High School College course is a direct preparation for the university course in art or in letters. The general course in the high schools (at least that side of it which includes Latin, French or German, and mathematics) is a direct preparation for the university course in letters. Furthermore, instruction in the university, as in the high schools, is free to all city residents. Even necessary expenses, such as laboratory fees, are reduced to the lowest practicable limits. It is believed that no other large city in the country holds out to its citizens such generous and ample means of perfecting themselves in all that pertains to a liberal education. There is not a family in the municipality that may not educate its sons and its daughters thoroughly, without charge, at every stage from childhood to manhood and womanhood. It is hoped that the manifestly growing appreciation of the educational value of the university will soon lead to that increase of endowment which is the necessary condition of any considerable extension of its work.

THE OBSERVATORY.

The observatory, which is a part of the University of Cincinnati, was established in 1841, on Mount Adams, near Cincinnati. The corner stone was laid by John Quincy Adams. For many years it was under the direction of Professor Mitchell, and acquired and maintained a high reputation. The ground on which it was originally located was donated

for that purpose by the late Nicholas Longworth, sr. The property having become unsuitable for the purpose, his heirs joined with the Astronomical Society in an agreement to give and convey the grounds to the city upon the specific trust that it should be leased and sold and the proceeds applied towards endowing the School of Drawing and Design, then established in connection with the university. It was a condition of the gift that the city should maintain an observatory in connection with the university. Mr. John Kilgore, in order to enable the city to comply with the engagement, gave four acres of land as the site for a new observatory, and also the sum of $10,000 for building and equipping it. The Astronomical Society also gave to the city, for the same object, the equatorial and other instruments, with all the apparatus and astronomical records and books belonging to the old observatory, while Mr. Julius Dexter generously donated the sum of $1,000 for the purposes of the observatory. The proposition of Mr. Kilgore having been accepted by the astronomical board, the university board, and the common council, the general assembly of Ohio authorized the levy of a tax of three one-hundredths of 1 mill for the support of the Observatory. The sum thus realized amounts to about $5,260 annually.

In addition to the well-known Mitchell refractor, an excellent transit instrument, and the other usual appliances for observatory work, there has recently been added a first-class meridian circle.

A new filar micrometer has also been secured. The astronomer regards the graduation as practically perfect, and the whole instrument, in fact, as corresponding in workmanship with those of the most celebrated European makers. There are constant accessions of a valuable character to the astronomical library, which now numbers about 3,000 volumes. The observatory buildings are located at Mount Lookout, some 6 miles from the academic buildings of the university.

THE TRANSFER OF THE SCHOOL OF DESIGN.

The question of the transfer of the School of Design to the control of the Cincinnati Art Museum awakened much interest, and was discussed at length before final action was taken by the board. The directors declared repeatedly that an enterprise which looked toward the concentration of all funds devoted to art purposes, so that art education might be promoted, would receive such encouragement as the obligations of the board would permit.

At a regular meeting of the board held January 21, 1884, a communication was received from Judge Nicholas Longworth, addressed to the city of Cincinnati and the board of directors of the university, relating to the transfer of the School of Design to the Cincinnati Art Museum. The proposition of Judge Longworth secured a perpetual annual income for an art school of $14,865.24, more than double the property held for the purpose of the School of Design in connection with the university and donated originally by Nicholas Longworth, the father of Judge

Longworth. Any legal objection that may have existed to the transfer of the School of Design for want of authority to sell and invest certain property held in trust for the maintenance of an art school was removed by an act of the general assembly of Ohio, passed January 30, 1884.

The necessary instruments, in writing, for the transfer were executed by the mayor and the chairman and clerk of the board, under the direction of the law committee and the city solicitor, and the formal transfer of the School of Design of the University to the Cincinnati Museum Association took effect as of date of February 1, 1884.

The School of Design of the University of Cincinnati realized all just expectations while under the control of the University Board. It was, indeed, the parent of other schools of design and drawing, and a large number of the former pupils are now following the education received as an industrial pursuit.

It was the object to make it a school of utility as well as of beauty. The instruction was not alone intended for the sake of an accomplishment, nor exclusively in the direction of the fine arts, so much as for its subsequent application in any and all operative forms.

The trust committed was faithfully discharged. The School of Design under its fostering care became worthy of the city, and from a small beginning developed into an institution with a corps of experienced instructors and nearly 300 students, and with all the necessary appliances for a high culture in art. The directors of the University of Cincinnati realized that the trust for the purposes of higher academic instruction did not necessarily comprehend a school of design, and that no selfish ambition should stand in the way of a concentration of all funds in the city devoted to art purposes. There was no other motive than that art education should be promoted, and that the generous spirit of Judge Nicholas Longworth should be met by a like public spirit in affording the best advantages which can come from munificent private donations in the further development of an art school.

PROPOSED CHANGE OF LOCATION OF THE UNIVERSITY BUILDINGS.

The main edifice of the university is located on McMicken Avenue in the city of Cincinnati. The provisions of the will of Charles McMicken largely, if not wholly, dictated the selection of the grounds in which the founder of the university lived. The members of the law committee are confirmed in the conclusion that without a release from the heirs of Charles McMicken, or else without a decree of a proper court so authorizing it, it would be extremely unwise to undertake to locate any part of the university maintained in whole or in part by the funds derived from the McMicken bequest upon any other property than that named in the McMicken will.

The disadvantages of the present location are recognized. The mayor of the city of Cincinnati, in pursuance of the unanimous action of the board of public affairs and the common council, is now authorized to

execute a proper conveyance for the use of 40 acres of land in Burnet Woods—the largest park in the city—for the purposes of the university. The question of removal is considered only with a view to the best interests of the institution. It is true that the trust does not involve alone costly structures and spacious grounds; they do not, however desirable, constitute a university in the highest sense. The sacredness of the trust has been regarded to the end that the desire of the founder should be realized, and that the students who enjoy its advantages "shall be made not useful citizens only, but good citizens, deeply impressed with a knowledge of their duties to their God and to their fellow men, and with a love for their country and its united republican institutions."

The proper authorities of Cincinnati have done their full share in stimulating and awakening an interest in the university by the magnificent offer of adequate grounds for buildings and botanical gardens and many of its zealous friends regard Burnet Woods as the future location for the main edifice of an institution that will stand preëminent, and awaken an affectionate pride in every citizen of Cincinnati as it proclaims from the very summit of the park that high scholastic training is open to every home in the city.

The growth of the University of Cincinnati awakens confidence for the future. Its undergraduates maintain an equal standing without loss of grade in the colleges of greater age, and consequently of greater reputation, to which they have been transferred. In addition to all the advantages which come from a curriculum selected with the greatest care and the result of large experience, there is the recommendation that the home training and parental influences can follow the student throughout the whole undergraduate and professional education. It is the purpose to make the university an integral part of the city system of higher education. The university courses in engineering and in science are the direct complement of the technological course in the high schools. The university course in arts or in letters may be followed from the high school college course, while the general course in the high school—at least that side of it which comprehends French or German and mathematics—is a direct preparation for the university course in letters. It is believed that no other large city in the country holds out to its citizens such generous and ample means of perfecting themselves in all that pertains to a liberal education.

XVI.—BALDWIN UNIVERSITY AND GERMAN WALLACE COLLEGE.

(BEREA, CUYAHOGA COUNTY.)

Baldwin University had its beginning in the benevolent purpose of the late Hon. John Baldwin to establish a school of the higher grade that should bear a distinctively Christian character.

To this end, in the year 1844, Mr. Baldwin proposed to the North Ohio Conference of the Methodist Episcopal Church that he would give a suitable site and erect a suitable building for a collegiate institute; and moreover, that he would deed 50 acres of valuable quarry land as endowment property, provided that the conference would ever maintain and support said collegiate institute as a Christian school of learning.

This proposition was accepted by the conference, and the institute was opened for students, April 9, 1846, with the Rev. H. Dwight as principal. Bishop W. L. Harris, D. D., late of New York, and the venerable Alexander Nelson, D. D., of Delaware, were among those who had charge at different times of the Baldwin Institute.

In 1885 the trustees, acting under the direction of the conference, effected a change of charter by which the Institute became Baldwin University in name, but a college in real form and work, with the Rev. John Wheeler, D. D., as president.

Within the period covered by the record of its work more than 6,000 students have enjoyed the advantages of the college, and more than 300 graduates have been sent forth from its class rooms to fill, in most cases, useful and honorable positions in life. The recent career of the university has been prosperous and encouraging. The number of collegiate students in 1886–87 was 46; in other departments, 172.

In 1886, the trustees elected the Rev. J. E. Stubbs to the presidency, and under his efficient and vigorous administration, the affairs of the university have assumed an entirely new aspect. His first care was to improve the financial standing of the institution. By the sale of the valuable property given by Mr. Baldwin he has added $100,000 to the endowment. Since then, the bequest of Mrs. Lyman Baker has added $40,000 more. The effect of these two transactions alone has been to add nearly $10,000 to the annual income of the university, thus securing a good foundation for all time to come.

The material development of the university has kept pace with the

financial improvements. The completion of the ladies' hall adds one of the very finest college buildings to be found in the State. This gives the university four good buildings, three of stone and one of brick. The German College has nearly as many more, together answering every requirement in this direction.

German Wallace College began in 1858 as the German department of Baldwin University, under the charge of the Rev. Jacob Rothweiler, D. D. This department was very prosperous, and in 1863 was organized as a separate school under the name of the German Wallace College.

The two colleges, however, were united by agreement of the trustees as complements to each other in all matters relating to courses of study; the university to furnish instruction for the students of both colleges in Latin, mathematics, and the natural sciences, and the college in German, French, and Greek.

Tuition paid in one college gives admission into all the regular classes of the other, thus rendering them one, to all practical intents and purposes, though the organizations are separate. The two institutions maintain but one faculty, as no rival chairs are allowed in any department. In the combined faculty there are about twenty professors and instructors.

The following full professorships are at present found in the combined faculties, not including two or three theological chairs in the German Wallace College: Mental and moral science; natural sciences; Greek, Latin, German, and French; mathematics and astronomy; English; history and political science.

It is the aim of the university to provide the courses of study and to make use of the methods of instruction and government that will meet the requirements of the best principles of collegiate and secondary education.

The following are the schools as now established:

1. The College of Liberal Arts.
2. The School of the English Bible.
3. The Academy, or the Preparatory School.
4. The Normal School.
5. The Commercial School.
6. The School of Music.
7. The School of Art.
8. The School of Non-Resident Instruction.

The courses of study in the College of Liberal Arts are equivalent to those adopted by most American colleges. In the classical, philosophical, Latin-English, and pedagogical courses of study—four in number—ample provision is made for those whose judgment may differ in respect to certain branches of study, without asking the student to elect studies at a time when he is least prepared to make such selections with due wisdom. In the last two years, however, the usual number of elective studies are allowed.

The following-named individuals have been officers or instructors in the university at different times:

Presidents: John Wheeler, D. D., W. D. Godman, D. D., and A. Schuyler, LL. D.

Professors: J. Tingley, A. M., W. H. Barnes, A. M., G. H. Hartupee, A. M., E. J. Cutler, M. D., W. C. Pierce, S. T. D., A. Schuyler, LL. D., J. Rothweiler, D. D., R. B. Pope, A. M., B. J. Hoadley, A. M., P. W. Mosblech, PH. D., M. J. Flannery, A. M., J. W. White, A. M., Ellen H. Warner, A. M., A. D. Knapp, A. M., E. Thompson, A. M., Maggie P. Safford, A. M., A. S. B. Newton, A. M., Clara E. Schuyler, A. B., C. Riemenschneider, PH. D., D. Torbet. A. M., V. Wilker, A. M.

The university possesses a very small library, the number of volumes being about 2,000, while the German Wallace College has about 5,000 in its library. Laboratory work on the part of students is as yet confined to chemistry, for which science a good experimental laboratory has been provided.

[AUTHORITIES: This sketch is mainly furnished by Prof. Wm. G. Ward, of Baldwin University. Some material has been obtained from recent catalogues of the university and of German Wallace College.]

XVII.—HIRAM COLLEGE.

(HIRAM, PORTAGE COUNTY.)

THE ECLECTIC INSTITUTE.

This institution, like so many other educational foundations, had its origin in a religious movement. Between 1820 and 1830 the body of Christians called the Disciples, sometimes simply Christians, had its rise. From the first this movement took a strong hold of the Western Reserve, where its following soon became large. As early as 1844–45, some of the Disciples of the Reserve began to feel that they needed an institution of learning under their immediate control. Nothing, however, was done to supply the want until the year 1849, but in the intervening years there had been a thorough discussion of the subject, and a substantial unanimity had been reached. At an informal meeting of representative men from several churches, held in Russell, Geauga County, June 12, 1849, the proposition to establish a school was unanimously approved, and at a convention of church delegates the proposition was again approved, and aims and plans were discussed. Some were in favor of establishing a college, others favored a school of high, but not of collegiate, rank. After discussion, the latter view prevailed. It was decided to locate the school at Hiram, in Portage County. The legislature, by special act, March 1, 1850, granted a charter. By this charter a body corporate and politic was created under the name of the Western Reserve Eclectic Institute. The corporation, while not organized for profit, was a stock company, with a capital stock of $50,000, divided into shares of $25. The trustees, who were to have full management of the institution, were to be elected, one-third annually, by the share-holders, with the following provision as to voting: "No stockholder shall have more than four votes for $100, six votes for $200, seven votes for $300, and eight votes for $400 or more." This departure from the usual rule of voting in stock companies was made by the desire of the corporators who drew up the charter, and its object was doubtless in order to prevent the voice of one man or a clique from controlling the fortunes of the college. As the methods of choosing boards of trustees for colleges are exceedingly numerous and often unfortunate in their workings, it is interesting to note that Dr. B. A. Hinsdale, for many years president of Hiram College, testifies that the stockholder plan has always worked well for the interest of the college. May 7, 1850, the board of trustees organized. The same summer, near

the crest of the watershed dividing the waters of the lake from those of the Ohio, in the middle of an 8-acre inclosure that has since become one of the most beautiful campuses in the State, a substantial and commodious building, three stories high, with a front of 84 feet and a depth of 64, was erected, at a cost of about $7,000. The leading promoters of the enterprise were nearly all members of the Disciple Church, fully one-half being ministers. Funds to purchase the ground and build the building were obtained by individual and church subscription. There were no donors to the funds in such amounts as to entitle them to particular mention. The healthfulness of the locality, the morality and liberality of the community, and the existence there of a flourishing church, appear to have been the decisive considerations in locating the school at Hiram.

The school was opened for pupils November 27, 1850. The aims of the school were both general and special; more narrowly they were these:

(1) To provide a sound scientific and literary education.

(2) To temper and sweeten such education with moral and scriptural knowledge.

(3) To educate young men for the ministry.

One peculiar tenet of the religious movement in which it originated was impressed upon the Eclectic Institute at its organization. The Disciples in all their educational institutions have emphasized the Bible and relative branches of knowledge. The charter of the Eclectic Institute therefore declared the purpose of the institution to be: "The instruction of youth of both sexes in the various branches of literature and science, especially of moral science as based on the facts and precepts of the Holy Scriptures."

The board of trustees, July 17, 1850, chose Rev. A. S. Hayden, a preacher of culture, who had been connected with the preliminary movements, principal of the institute. In 1857 Mr. Hayden resigned the principalship and was succeeded by J. A. Garfield. The institution, which had been very prosperous under Mr. Hayden's administration, now reached a still higher degree of prosperity. Mr. Garfield won a wide popularity as a teacher, manager, and lecturer on general and scientific topics. His active connection with the school ceased in 1861, though his name remained on the catalogue as acting or advising principal three or four years longer. From 1861 to the organization of the college there were frequent changes of principal of the school. After the school was fairly under way, most of the teachers were chosen from among those who had studied within its walls. The tuition receipts were the only funds available to pay instructors. As might be supposed, salaries were so small as to be almost insignificant, and teaching was a labor of love. This fact goes a good way toward explaining the frequent changes.

The institution rose at once to a high degree of popularity. On the opening day, 84 students were in attendance, and soon the number rose

to 200 or 300 per term. Students came from a wide region of country and differed widely in age, ability, culture, and wants. Some received grammar school instruction; others high school instruction, while others still pushed on far into the regular college course. Classes were organized and taught in the collegiate studies as they were called for. No degrees were conferred, and no students were graduated. After they had mastered the English studies, students were allowed a wide range of choice. The principle of election had free course. A course of study was published in the catalogue after the first year or two, but it was rather a list of studies taught as they were called for than a curriculum that students pretended closely to follow. The Eclectic Institute soon won and for many years held a first place among Ohio schools of similar rank.

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ORGANIZATION.

It has already been stated that some of the founders of the institution were in favor of establishing a college in the beginning. The proposition to reorganize it as a college was considered from time to time, until the board decided to take that step. The board, February 20, 1867, acting under a general statute authorizing such procedure, changed the name of the Eclectic Institute, and clothed it with collegiate powers and responsibilities. As Hiram had become widely and favorably known as the seat of the institute, the name now chosen was Hiram College. It was believed that this action would add to the usefulness and influence of the school, and that a stronger financial basis could be secured thereby. Both of these expectations have been met. June 19, 1872, the board, in pursuance of the statute for such cases made and provided, increased the number of trustees to 24. The college began its work August 31, 1867.

The change in the name and rank of the institution did not essentially change its aim and spirit. It was the addition of a college to an academical and preparatory school. The announcement put forth in 1867 declared the aim of the college to be "to furnish a course of training as thorough as any in the country;" "to bestow careful attention upon the classical languages," and especially "to give a fuller course than is common in those branches which are modern and national."

PRESIDENTS.

The first president of the college was Dr. Silas E. Shepard, A. M., now deceased. He resigned at the close of one year, and was succeeded by J. M. Atwater, A. M. President Atwater resigned after two years' service, and B. A. Hinsdale, A. M., was elected to the position in 1870. He had previously been a teacher in the Eclectic Institute, and had served one year in the college as professor of history, literature, and political science. Mr. Hinsdale continued to discharge the duties of

president until the close of the college year 1882, and retained his nominal connection with the college until June, 1883. At the beginning of the college year 1882, B. S. Dean, pastor of the church at Hiram, was elected vice-president of the college, and empowered to act as president for the year. At the annual meeting of the board in June, 1883, G. H. Laughlin, A. M., who for some years previous had been president of Oskaloosa College, Iowa, was called to the presidency of Hiram. He resigned at the close of the year 1887 and was succeeded in January, 1888, by Ely V. Zollars, A. M., who entered upon his duties in September, 1888.

The faculty at present includes the president, 6 professors, and 2 assistants. Like many Ohio colleges, Hiram has prepared most of her candidates for admission to her regular classes, maintaining for that purpose a preparatory department with a 2-years' course leading to each of the 3 collegiate courses.

The collegiate courses have from time to time been modified and improved, especially since the year 1882, when several important changes were made. At a meeting of the State College Association held at Denison University, Granville, Ohio, in the last week of December, 1881, a resolution was adopted requiring all colleges that wished to retain membership in the association to make their courses of study equal in point of time and amount of work done. As a consequence of this action the scientific course was made a philosophical, and studies enough added to it and the classical to bring both up to the required level. In 1885 the scientific course was reëstablished. Its requirements were made the same in point of time and amount of work as for each of the other two. In 1883 the board established the department of Biblical literature. The course of study for this department first appears in the catalogue of 1884. This ministerial course is equal to the classical in the amount of time and work required, and leads to the same degree. In 1882 the department of art, which had been a feature of the institution in an earlier day, was revived.

PROPERTY—ENDOWMENTS.

Until 1878 the original building erected in 1850 answered the demands of the college. In 1878 a building known as the Tabernacle was erected to meet the needs of the commencement period and other occasions of public gathering.

In 1879 a substantial brick building was erected, known as Ladies Hall, as a dormitory for women students. In 1881 the necessity for more commodious quarters for the various departments of instruction was felt, and urged, by the president. In 1884 active steps were begun to solicit funds for a new building, and in 1886 work was commenced, resulting in the entire remodeling and enlarging of the original building and more than doubling its capacity.

The college has three endowed chairs, that of the president (endowed



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by the citizens of Hiram), the chair of natural science (endowed by Robert Kerr), and that of mathematics and astronomy (endowed by George A. Baker, of Cleveland). In addition to these there is a small endowment fund.

The other salaries and expenses of the college are in the main defrayed by the tuition fees received from students.

RESULTS—SUMMARY.

It is impossible to sum up in statistics the work of a school or other intellectual or moral agent. However, some approximation can be made in that way.

More than 100 persons have taught at Hiram for longer or shorter periods. Counting up the footings in the annual catalogues we have an aggregate of 12,227 students. These include all who were enrolled in the Eclectic Institute previous to 1867, and members of the commercial, English, and art department since. The collegiate students are probably less than 10 per cent. of the above. Of different students there have been about 6,000. The average Hiram student has been enrolled in two annual catalogues; his attendance has been four terms. Since the institute became a college the attendance has been much more regular and these averages are much higher; still, the preparatory classes, which are kept up as in the days of the Eclectic Institute, tend to keep the general average lower than it would otherwise be.

The aims originally set forth have been fully realized. Hiram was never intended to be a school of special training, and has never been a biblical or theological seminary. In all, more than 100 ministers of the gospel have been trained in whole or in part in Hiram. The total number of alumni is 109.

The original charter, which has never been changed in this particular, defines the object of the corporation to be "the instruction of youth of both sexes." In Hiram the experience of coeducation has been successful. The education of youth is no doubt somewhat disturbed by what may be called the sexual differentiations, as most human activities are for that matter; but the disturbance is no more where they are thrown together in the same school than when they are taught apart. On the other hand, coeducation is attended by some positive advantages.

[AUTHORITIES: Hiram College, by B. A. Hinsdale, president, 1876. Historical Sketch of Hiram College, by Prof. A. C. Pierson, based on Dr. Hinsdale, 1887. Annual and general catalogues. The above is chiefly a condensation of Dr. Hinsdale's history.]

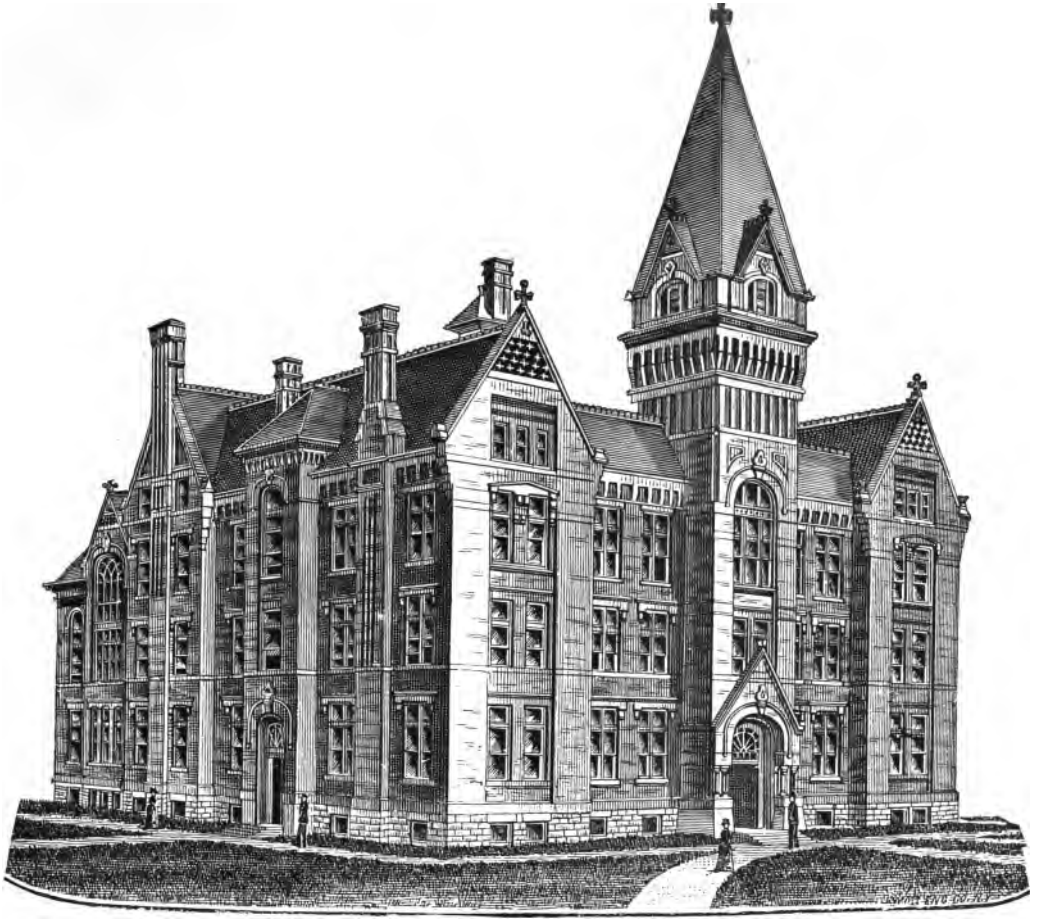
XVIII.—HEIDELBERG COLLEGE.

(TIFFIN, SENECA COUNTY.)

Heidelberg College was founded in 1850 under the direction and auspices of the Synod of Ohio of the Reformed Church in the United States. The object of its founders was to provide educational facilities for their children as the best and surest way of transmitting their civil and religious liberties to those who would come after them, and of providing a ministry adapted to the growing wants of the church. To secure this latter the more fully, a theological department was associated with the college.

The college was formally opened in November, 1850, with 7 students, in rooms rented for the purpose in the third floor of "Commercial Row" in the city of Tiffin. Though small at the start and with poor accommodations, it was soon apparent that a school of a high grade of scholarship was needed in the community and would receive a liberal support. Friends soon began to rally around it, and according to the catalogue of 1850–51, 149 students were enrolled during the first year of its history. There was at this time no endowment and no fund on hand for the erection of suitable buildings, so that the enterprise looked hazardous so far as any prospects for truly higher education were concerned. Yet, as will be seen, the college though sorely hampered at times by financial embarrassments, has maintained its existence and gone forward in its work without any interruption.

The name by which the college has always been known was given by the Synod of Ohio, and was at once acknowledged as appropriate, having been the name of the celebrated university in the city of Heidelberg, which stood in intimate relations to the mother church, and as the name by which the catechism of the church has been known for more than three centuries. In February, 1851, the college was incorporated by the general assembly and given the usual rights and privileges of collegiate institutions. The control of the affairs of the corporation is vested in a board of 24 trustees, elected by the Synod of Ohio for terms of 4 years each, one-fourth of the board retiring each year. The curriculum as originally laid down comprised the following courses of study of 4 years each: Classical, scientific, normal, ladies', and agricultural. This was soon found to be impractical, as it required a larger teaching force than the income of the college would justify. The last three courses were in consequence dropped, and the classical and scientific were the only ones offered for a number of years. An



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academy was established in connection with the college to serve as a preparatory department and to afford academical instruction to those who did not desire to pursue the collegiate course. The plan of the co-education of the sexes was adopted, and has been kept up with the most satisfactory results during the whole history of the college; the men are always largely in the majority. But few ladies have thus far taken the classical course, most of them preferring the scientific[1] or ladies' course.

The campus originally comprised 5 acres of ground. In 1868, 3½ acres adjoining the original purchase were bought. The whole is surrounded on all sides by streets.

The first building erected by the college was constructed to meet all the general needs of the institution, such as recitation, library, and cabinet rooms, chapel, and dormitory. This building was commenced in 1850 and completed in 1853, from which time till now it has been occupied by the college. Its probable cost was about $25,000. For 16 years this building stood alone on the campus, but in 1868 a commodious brick residence, known as the "President's House," was erected with funds obtained from friends of the college by Rev. George W. Williard, D. D., then and still president of the college. A large boarding hall was erected in 1873, at a cost of $7,000. About the year 1882 the friends of the college became convinced that its growing necessities demanded larger and better accommodations and began to agitate the project of a new building. The feeling soon became general, and despite the hard struggle which the college had made before paying for the old building, the new structure was finally resolved on. The work was begun in 1884 and the building was dedicated in June, 1886. This building is 102 by 92 feet in dimension, or, including the wings, 141 feet in length and 102 feet in width; it is 3 stories in height, with a basement. The entire cost of the building, including heating apparatus and furnishing, was about $60,000. The completion of this building is believed by the friends of the college to have marked the beginning of a new era in its history. Music, art, and business departments have been added to the college since its enlarged quarters gave room for such departments.

The present endowment of the college is about $115,000, including $20,000 given by A. H. Baughman, esq., of Xenia, for the special endowment of a professorship of Latin and biblical instruction. The endowment fund of the institution has been secured by individual donations and by the sale of scholarships. Sixteen of the donations (aggregating $64,000) have exceeded $1,000 each, while the number of smaller contributors is very large. The number of family and perpetual scholarships, for which $50 and $300 respectively were paid, is about 1,500.

[1] That the women prefer the scientific course at Heidelberg is a point wherein the experience of that college differs from that of most colleges, and can be accounted for only by the nature of the course given at the college under that name.

The campus, comprising 8¼ acres, with the buildings, is worth probably $125,000.

The college has on its list of alumni 321 names, which is probably not more than one-fifth of the number who have entered its freshmen classes. In 1887–88 there were 270 names in the catalogue, of which 91 were in the collegiate courses. (Seniors, 25; juniors, 16; sophomors, 23; freshmen, 27).

The presidents of the college have been Rev. E. V. Gerhart, D. D., 1850–1855; Rev. Moses Kiefer, D. D., 1855–1863; Rev. Geo. W. Aughenbaugh, D. D., 1863–1864; Rev. Geo. W. Williard, D. D., LL. D., 1866 to the present time (1889).

The first faculty consisted of the president and four professors and assistants; the present faculty of the collegiate department proper includes chairs of Mental and Moral Philosophy, Mathematics and Mechanical Philosophy, Natural Sciences, Belles-letters and History, Greek, Latin, German, and French.

The library owned by the college, the theological seminary, and the literary societies, and to which students have free access, contains about 6,000 volumes. The endowment fund of the library is about $5,000, the annual income of which is available for the purchase of books. The college possesses a museum, or "cabinet," of moderate size, containing "a collection of fossils, minerals, and geological specimens." There are at present no laboratories for experimental work in any of the sciences, though a chemical laboratory is now being equipped.

The college has always devoted its chief energies to the classics, with mathematics, philosophy, and literature; and, in the language of its president, "has constantly recommended this as the best training." As the Reformed Church is of German origin, and stands in close relations to the German population of this country, special stress has been laid upon the study of German in the college, and every student expecting to graduate must pursue the study of the German language and literature for three years.

The following statement from the pen of President Williard may properly conclude this sketch:

> The religious life of Heidelberg College, whilst free from sectarianism and bigotry, has nevertheless been clearly marked and defined. Lectures are given during the year on the Bible and the evidences of Christianity. The recitations of each day are begun with appropriate religious exercises, upon which all the students are required to attend. * * * In this way special pains have been taken to make Heidelberg College a Christian institution, as was designed by its founders.

[AUTHORITIES: The foregoing sketch is principally condensed from a manuscript sketch furnished by President Williard. Some material has been taken from "The History of Heidelberg College," by Rev. Geo. W. Williard, D. D., Cincinnati, 1879, pp. 347; from Education in Ohio, Columbus, 1876, and from recent catalogues of the college.]

XIX.—ASHLAND UNIVERSITY.

(ASHLAND, ASHLAND COUNTY.)

In 1879 Ashland College was built upon a fine elevation south of the city of Ashland, half a mile distant from the business part.

Its founding was due to the feeling of the need of a higher education of their children, of a religious sect known as the German Baptist or Dunkard Church. This feeling was not universal in the church, and hence arose a dispute in the Annual Conference, which resulted in a general split of the church in 1881—greatly to the detriment of the college. This hindered its financial support until recently, in 1889, when it was rechartered under the auspices of one branch of the church known as the Progressive Brethren. It was rechartered under the name of Ashland University, which name it now bears.

BUILDINGS.

Its buildings are large and commodious, the main college building costing about $40,000, and the boarding hall $20,000, all well finished, furnished, and substantial.

The first president, Rev. S. Z. Sharp, a graduate of Pennsylvania State normal and late professor in Maryville College, Tennessee, was well received, and was an excellent teacher, a scholar, and a model for social and religious refinement. Being of strong mind and unbending will, he fell a victim to the church controversy and other troubles, more or less related thereto, which caused him to resign his position at the end of the first year.

Ashland College started with liberal courses of studies in all the departments usual in a first-class college.

The normal department was under the special charge of President Sharp, as were theology, moral and mental science; J. E. Stubbs, A. M., vice-president, professor of Greek and English literature; Leonard Huber, A. M., professor of Latin, German, and French; David Bailey, A. M., professor of mathematics; Jacob Keim, PH. B., professor of the natural sciences. There was a business or commercial department; also, a music and fine art department.

Two literary societies were in progress during the first 4 years of its history. The first society organized was the Pierian; the other, named Dallas, was organized soon after. The Pierian society is still in active order, while the Dallas has been discontinued several years.

From 1882 to 1889 there were frequent changes in the managers and courses of studies, the original faculty having disbanded in 1882 with a feeling that the institution would be in doubt and dispute for some time to come, and thus must fail to be financially supported.

Now in 1889, after being rechartered under the auspices and ownership of the Progressive Brethren Church it is called Ashland University, and is prepared in its courses of study to enlarge in all departments of knowledge according to the demands of the times.

Its present managers are men of practical school experience. Professor Tombaugh, A. M., president; Prof. A. Pearson, M. D., vice president; Prof. S. E. Shook, B. S., secretary. These gentlemen are of a high standard in Christian character, and are stamping the impress of their own Christianity upon all with whom they come in contact.

The institution is Christian, but not sectarian; thus making it a fit place to receive an education for the ministry in any church of orthodox Christianity.

In the first organization of the institution the board of trustees consisted of 15 members, all being members of the Dunkard Church. This caused a feeling of coldness to grow in the city toward the school, and gave rise to misapprehensions regarding its management. Whereas, under the new charter, each State is entitled to 3 trustees from the church, provided the church conference of the State will indorse and pledge its support to the institution, and the city and county of Ashland are entitled to choose 3 trustees to represent their interests in it, thus giving the community outside of the church a fair representation.

XX.—CAPITAL UNIVERSITY.

(COLUMBUS, FRANKLIN COUNTY.)

[Sketch by Prof. GEORGE H. SCHODDE, in the Lutheran Standard of March 26, 1887.]

This institution as at present constituted consists of three departments, namely: a theological seminary, a college department, and a grammar, or preparatory department. The institution is under the control of the Evangelical Lutheran Synod of Ohio and adjacent States, a synodical organization of the Lutheran Church now consisting of 266 pastors, 61 parochial school teachers, 443 congregations, and 64,500 communicant members, found scattered in a dozen or more States. It is an independent body and in no organic connection with any other Lutheran body in the land. It, however, maintains friendly relations with a number of other synods, who, like it, accept the historical symbols and confessions of the Lutheran Church as laid down in the Book of Concord of 1580, and strive to give expression to the principles of these confessions in the practical work of the church.

Capital University is the oldest Lutheran institution west of the Alleghenies, and one of the oldest in the United States. Its nucleus was the German Evangelical Lutheran Seminary, founded in 1830 by the Evangelical Lutheran Synod of Ohio, organized in 1818, and in 1830 numbering only 25 ministers and 90 congregations. It is the third in date among the Lutheran seminaries in America, being antedated only by Hartwick Seminary, in Otsego County, N. Y., founded in 1815, and by the Gettysburg Seminary, founded in 1825. The immediate occasion for the establishment of the seminary was the conviction of the synod that an institution was a necessity west of the Alleghenies in which men could be prepared for the ministry among the spiritually forsaken Lutherans scattered throughout Ohio, western Pennsylvania, and the West. As these people were nearly all Germans, the seminary was established as a German theological school. Its first professor was the Rev. William Schmidt, a graduate of Halle, in Germany, who, in 1828, had connected himself with the synod. He was a man of fine attainments and willing to sacrifice much in the interests of the proposed school of the prophets. He positively refused to accept any salary, and taught his first classes at Canton, Ohio, where he was serving a number of congregations.

He opened the seminary on the 1st day of October, 1830, with 6 stu-

dents on the roll, in his private dwelling at Canton. Only in the following year a board for the management of the school was elected. It consisted of 8 men—4 clergymen and 4 laymen. The course of the institution was decided to cover 3 years, and, owing to the lack of sufficient academic preparation on the part of many of the candidates, it embraced a number of topics not generally found in a seminary course, such as Latin, Greek, logic, German, syntax. The German was used as a medium of instruction, although the board of directors promised to take all pains that the English, too, should be thoroughly learned. No tuition was charged, but each student was compelled to provide for his own board, clothing, and lodging. In accordance with synodical resolution, the seminary, in the fall of 1831, was removed to Columbus, where 14 acres in the south end of the city had been bought as a site for the proposed building. The new seminary was begun the next summer, the corner stone being laid on the 15th of August. In January, 1833, the building was so far completed that it could be used to deliver lectures in. At this time there were 6 or 7 theological students, and several pursuing preparatory studies in languages. The salary of the professor was $250 per annum, and the total expenses for the seminary building was a little over $4,000. The doctrinal standpoint of the seminary was Lutheran, but not as distinctively so as it became in later years.

As nearly all the seminary students were very poor, there was organized, in 1836, the Ohio Educational Society of the Evangelical Lutheran Church, the object being to "educate pious, but indigent young men for the gospel ministry in the theological seminary at Columbus, Ohio." This society has been a great blessing to the church, enabling dozens of young men to prepare themselves for the ministry who, otherwise, on account of their poverty, would have been compelled to forego this calling. The work of this society is still being carried on by the synod, the funds being controlled by the faculty under direction of the board and the synod, and being devoted to the aid of not only theological students, but also of young men in the other two departments having the minsitry in view.

Professor Schmidt's health failing, he made a tour to Germany. This did not have the desired effect, and in 1839 he died, only 36 years of age.

The board tried to fill the vacant chair by calling the well-known biblical scholar, Dr. C. R. Demme, of Philadelphia. He declined; upon which the call was sent to Rev. Charles F. Schaeffer, of Hagerstown, Md., who accepted, and received, as an assistant for the teaching of the classics, Mr. C. Jucksch. The latter soon resigned. Collections taken up by the synodical agents, Rev. D. Rothacker, in northern Ohio, and Rev. W. F. Lehmann, in western Pennsylvania, enabled the synod to call a second professor of theology in the person of Rev. F. W. Winkler, of Newark, N. J. The language question, one that has vexed and still vexes the Lutheran Church of America, soon caused difficulties. Professor Schaeffer, being American born, favored the English in the sem-

inary, and Professor Winkler, being a German, favored his mother tongue. The former resigned in 1842 and the latter remained in office until 1845. The synod then resolved that, while the German, in accordance with the constitution of the seminary, should remain the medium of instruction, the English also should be taught theoretically and practically, so that the students should be able to preach in both languages.

A new era in the history of the seminary begins with the appointment of Rev. W. F. Lehmann as theological professor in 1846. Professor Lehmann, although in purely scholastic attainments he may have been surpassed by some, yet through his eminent practical taste, that always seemed to know and to do the right thing at the right time, and through his intense devotion to the interests of the school, has probably done as much as or even more than any other man to make the institution what it is. From 1846 down to his death in December, 1880, he was one of the teachers, first in the seminary, and, when a college department was added, in the college also, later becoming the president of the whole institution. Through his mastery of both the German and the English languages, he practically settled the language question for the seminary by delivering his lectures in both languages. This course met with little difficulty, as most of the students had sufficient knowledge of both to follow the discourse. The labors of Professor Lehmann were also of permanent good to the seminary, as he substituted for unsatisfactory theological text-books others whose doctrinal and scientific standpoint was in accordance with the growing conviction of the joint synod, that only historical Lutheranism should be taught in its purity in the school. Owing to the great demands for pastors made by the constantly increasing number of congregations in the West, the course had practically been reduced to 2 years. About 10 years ago it was again lengthened to 3, and is maintained at this status at present.

Professor Lehmann continued to be the only theological professor until 1865, when he received as an associate Rev. M. Loy, since 1880 the president of the institution. The former then devoted his time exclusively to dogmatical and practical theology, and the latter to exegetical and historical. As the classes in the seminary gradually grew, to some extent occasioned by the attendance of a number of Norwegian students, a third theological professorship was established in 1881, and Prof. C. H. L. Schuette, who had hitherto devoted his time exclusively to mathematics in the college, was called to fill this chair. When Professor Loy became president of the institution and first theological professor, the second chair in the seminary was offered to Prof. F. W. Stellhorn, of Concordia College, Fort Wayne, Ind., which call was accepted. He has been a member of the faculty since 1881. In 1882 it was found necessary to divide the seminary into a theoretical department for those students who had taken a classical or college course and a practical department for those not thus equipped. The

latter department continued in connection with Capital University only two years, when it was removed to Afton, Minn., as the graduates of this department were expected to serve chiefly in the northwest among the German immigrants. During its stay of two years in Columbus Prof. E. A. Boehme was a member of the theological faculty, but he reëntered the pastorate soon after the removal.

At present the seminary faculty consists of the three professors mentioned. The course is one of 3 years, 40 weeks each year. Lectures alternate in German and English. The seminary serves the interests of conservative Lutheranism in the West, and hundreds of pastors have gone out from its doors on their gospel mission. The attendance averages about 35.

Since the year 1850 there have been connected with this seminary a collegiate and a preparatory department. These latter in fact constitute Capital University in the original sense of the word. The occasion of the establishment was the desire to advance the cause of a higher Christian education and to furnish a feeder for the seminary. The project, from the start, was under the control of the joint synod. The board of directors, which has always been and is yet distinct from that of the seminary, consisted then of the ten men acting in the latter capacity, together with four men chosen by synod and ten citizens of Columbus chosen without any reference to their religious denomination. In 1857 the charter was changed by the legislature of Ohio, so that now the twelve directors of the seminary together with three citizens of Columbus constitute the college board. These latter are always chosen from among the Lutherans of the city, so that the whole college is, and has been for many years, controlled entirely by the synod and its agents. Temporary quarters were secured for Capital University, with which the theological seminary had now already been united by action of the board, on Town street. In 1853 the new building, north of the Union Depot, was dedicated, Senator Seward, of New York, delivering the English address. The institution had then 130 students, of whom 8 or 10 were in the theological department. Of the $15,000 subscribed for the endowment fund, $1,500 were given by Jenny Lind, herself a Norwegian Lutheran, for the establishment of a Norwegian professorship.

The first president of Capital University was Prof. W. M. Reynolds, D. D., of Gettysburg, Pa., who, however, remained only a short time and was succeeded by Rev. C. Spielmann. The new structure for the college and seminary was built at a cost of about $40,000, on 4 acres of land presented by Dr. Lincoln Goodale, from whom Goodale Park has received its name, it having also been presented to the city by this benefactor of Columbus. In 1856 the institution suffered severely, as its treasurer, Mr. L. Heyl, lost some $18,000 of its funds, wrecking himself and inflicting a blow on the institution from which it did not

recover for ten years. The management was constantly in financial straits.

Within the last 20 years the college has enjoyed a slow, though substantial growth. Although its curriculum is primarily arranged with a view to the seminary, yet it offers a complete classical course of instruction, laying great stress on the study of the languages. It has prepared for life also men who are not in the ministry, but in other useful callings and pursuits. Its leading principle is, that the fear of God is the beginning of wisdom, and hence it works and teaches from the standpoint of positive evangelical Christianity. Non-Lutherans are also cordially welcome, but its Lutheran confession is never concealed.

In 1876 the school was removed to the commodious new structure erected on a 10-acre lot just east of the city. The university is about 3 miles from the Statehouse. The attendance in the three departments during the past few years has been something over one hundred annually. The necessary annual expenses for each student are from $120 to $150. The faculty at present consists of Rev. M. Loy, A. M.; Rev. Emanuel Schmidt, A. M.; Rev. C. H. L. Schuette, A. M.; Rev. George H. Schodde, PH. D.; Rev. F. W. Stellhorn; Geo. K. Leonard, A. M.; Rev. A. Pflueger, A. M., and Rev. K. Hemminghaus.

XXI.—MUSKINGUM COLLEGE.

(NEW CONCORD, MUSKINGUM COUNTY.)

On the 9th day of July, 1836, a meeting of the citizens of New Concord, Ohio, was held for "the purpose of adopting measures for the establishment of an academy in the aforesaid town." After considerable discussion relative to the need of such an institution and the advantages to be derived from it, the meeting adjourned to meet on the afternoon of the 10th of August. The meeting was held according to adjournment, and adopted a constitution and by-laws for the management of the academy and elected a board of trustees consisting of seven members. At a subsequent meeting another member was added to the board.

The board at once entered upon its duties. Mr. Andrew M. Black was elected principal, and in the autumn of the same year the school opened with very encouraging prospects. This institution was successor to the Pleasant Hill Academy conducted in the Presbyterian Church, a mile south of the village.

The board, taking into consideration the fact that New Concord was situated in the heart of a fertile country thickly inhabited by a people favorable to literary pursuits, and quite remote from any literary institution, and with ease of access, being situated on the National Road, called a meeting of the citizens with a view to petition the legislature of the State to grant them a charter for a college. As a result the petition was prepared and placed in the hands of Hon. David Chambers, a member of the house of representatives. This being presented to the legislature was favorably considered, and on March 18, 1837, an act was passed incorporating "Muskingum College," to be under the management of nine trustees, with power to increase the number to fifteen.

At a meeting of the board, held June 4, 1837, a faculty was chosen, consisting of Rev. Benjamin Waddle, president, Andrew M. Black, professor of languages, and Elisha McCoy, professor of mathematics. Steps were also taken to procure grounds and erect a college building.

During the first year, the educational work of the institution was performed in a rented building. At the opening of the second college year, the building was not completed, but was so far advanced as to allow class-room work to be conducted in it. By the beginning of the third year the structure was completed, and afforded ample facilities for college work at that time.

For the financial means necessary to purchase the ground and erect

the building, the college was indebted to the citizens of New Concord and vicinity. On the 4th of March, 1851, an additional burden was laid upon the people, by the buildings being partially destroyed by fire. However, they resolutely met the difficulty, and when the board met, 9 days after the fire, to take measures to repair the damages, a committee of the citizens met with them and tendered a sum of money sufficient to restore the building. In 1873 the success of the college demanded additional improvements, and to meet this want a building was erected on the front of the old one. Once again the people were called upon, and once more they cheerfully responded. Up to the present time, this improvement has afforded comfortable facilities for educational work, but there is again a demand for more buildings which must be met, if the institution is to keep on in the line of her progress.

From the beginning of the college to 1877 it was under local management and was supported by local patronage. At a meeting of the board on July 6, 1877, it was deemed expedient for the interests of the institution to extend its patronage, and with this end in view the college was tendered to the control of two presbyteries of the United Presbyterian Church, namely, Mansfield and Muskingum.

After some consideration on the part of the presbyteries the offer was accepted and a board elected to take the oversight of the institution. This board met and organized August 28, 1877, and took steps to secure a change in the charter adapted to the new relations. For the next five years the presbyteries continued their oversight of the college. Then, further to enlarge the field of patronage, the college was tendered to the United Presbyterian Synod of Ohio, and was accepted by the synod.

The board of trust at present consists of 21 members, elected by the synod, together with the president of the college, who is a member *ex officio*.

The expenses of the college are met in part by a light tuition collected from the students and the proceeds of a partial endowment. These proceeds barely meet the current expenses and afford no help to make improvements. Strenuous efforts are being made to increase the endowment and to enlarge the facilities of the institution.

When the college was opened to students its privileges were extended to young men only. This order continued until March 20, 1854, when young women were admitted to all the privileges enjoyed by the gentlemen and on the same conditions. The board has never had cause to regret this action. The results have been very satisfactory. While the ladies for the most part have taken the scientific course, yet many have taken a complete classical course and in point of ability and scholarship have shown themselves equal to the gentlemen.

There are two courses of study, the classical and scientific. The classical, including its preparatory, requires 6 years of earnest work and compares favorably with the same course in other colleges. The

scientific course requires 5 years of study. It embraces 8 terms of Latin, all the sciences, and the greater part of the mathematics of the classical course.

The college has had twelve presidents. The first was Rev. Benjamin Waddle, D. D., who was largely instrumental in originating the college. Mr. Waddle twice held this position, first for 1 year, then for 3 years. Two of the 12, Rev. James P. Lytle, D.D., and Rev. H. P. McClurkin, D. D., served one year each as president *pro tem.* The longest presidency was held by Rev. David Paul, D. D., from 1865 to 1879. Dr. Paul was chiefly instrumental in raising the college to the favorable position it occupies in the rank of educational institutions. The present incumbent is Rev. John D. Irons, D. D. He has occupied the position for two years, and under him the college is healthy and prosperous.

XXII.—FRANKLIN COLLEGE.[1]

(NEW ATHENS, HARRISON COUNTY.)

[By Rev. W. A. WILLIAMS, D. D., *President.*]

Franklin College, New Athens, Ohio, was chartered in 1825. There are but two colleges in Ohio that have an older charter. For several years previous to 1825 an academy at New Athens, in active rivalry with a similar institution in Cadiz, six and a half miles distant, had flourished under the auspices of Rev. John Walker, a minister of the secession church. It was called Alma Academy, and in the year 1825 was chartered under the name of Alma College, which name was changed to Franklin College the following year. Regarding the academy and college as the same institution, it is possible that Franklin College is the oldest in the State. The charter mentioned above was granted January 22, 1825, and contains a liberal grant of all the privileges and immunities usually granted to colleges. The college was organized April 5, 1825. The names of the original corporators were Revs. John Rea, Salmon Cowles, John Walker, David Jennings, William Hamilton, John McCracken, John Wylie, James Campbell, David Campbell, John Trimble, John Whan, Daniel Brokaw, Alex. McNary, and Alexander Hammond. To these were added by election at the first meeting of the trustees under this charter, April 5, 1825, Rev. Thos. Hanna, John McGlaughlin, Stephen Caldwell, Joseph Grimes, and Matthew Simpson, uncle of the late Bishop Simpson. At this meeting Rev. William McMillen, D. D., of Canonsburg, and late president of Jefferson College, Pennsylvania, was elected president, with a salary of $400, and John Armstrong, of Pittsburg, Pa., professor of mathematics. Dr. McMillan is described as a "man of clear head, sound and accurate scholarship, a peculiar aptness to teach, and an almost intuitive perception of the wants and character of students."

John Armstrong made all the almanacs and solved all the puzzling arithmetical problems in western Pennsylvania. In all the region round about Pittsburg an almanac that John Armstrong had not calculated had no credit and was no authority on any of the points for which almanacs are consulted. A problem he could not solve was regarded in its nature as insolvable. Learned societies in Europe recognized his attainments by admitting him to their fellowship.[2]

The first college building was an unpretentious brick of one story and makes a very sorry comparison with the present magnificent three-story brick. So meager were the accommodations in those early days that

[1] Many of the facts in this history are gleaned from Dr. A. F. Ross's "Semicentennial Address" and Dr. Johnson's "Brief Sketch."

[2] Dr. A. F. Ross's "Semicentennial Address."

two classes were under the necessity of reciting in the same room at the same time. There were at first neither libraries, apparatus, nor literary societies in the college. The Philo Society was organized in 1826, and the Jeffersonian shortly after. They are flourishing societies to-day. Dr. McMillan died in 1832 after a successful administration of the college for seven years. He was succeeded by Rev. Richard Campbell, who held the presidency for two years. He in turn was succeeded by Rev. Johnson Welsh, a brother of Judge John Welsh, of the supreme court of Ohio, both of whom were graduates of Franklin College. After a brief control of the institution he resigned on account of ill-health. In 1837 the board appointed Rev. Joseph Smith, of St. Clairsville, as his successor, under whose administration the college increased in prosperity, and in the fall of 1837 Dr. A. F. Ross was added to the faculty as professor of languages. The antislavery agitation began now to engage the attention of the people. Most of the friends of the college were supporters of the antislavery movement. A majority of the board were antislavery men. The agitation of the question caused the resignation of Dr. Smith; and Rev. Jacob Coon, a strong advocate of the abolition of slavery, was appointed to the presidency. After one year Mr. Coon resigned, and the trustees determined to make the college an antislavery institution and trust to the antislavery sentiment of the country for support. Rev. E. H. Nevin was elected president. The slavery discussion grew hotter. The college received but little or no support from the proslavery element, and the building was sold for debt by the sheriff. It was purchased by proslavery men, who managed it as a rival institution under the name of Providence College. The antislavery men at once erected a building for Franklin College, and New Athens had two rival colleges. But Providence College never secured much patronage, and the property soon passed into private hands and was afterwards used as a boarding hall. The influence of Franklin College was now wholly antislavery. Dr. Alex. D. Clark, afterwards of Allegheny Theological Seminary, succeeded President Nevin. Indeed, he held a professorship in the seminary at the same time that he was president of the college. The college was very prosperous under his administration. He resigned in 1861. The students were not slow to respond to the call of their country for volunteers, and the college, during the war, maintained but a feeble existence. It is said that but twelve students were enrolled during one of the years of the war. The college was managed by Dr. Wishart, Rev. David Craig, and Rev. A. R. McConnell, until the board elected Rev. R. G. Campbell, D. D., president, in 1867, Rev. Robt. Armstrong professor of languages, and T. M. Sewell professor of mathematics. President Campbell and Professor Sewell are still members of the faculty, the former professor of languages and the latter professor of mathematics. After a successful presidency of two years Dr. Campbell, conscious of the effort that would be required to resuscitate the institution, and being in charge of a congregation, resigned, that the

board might select a president who could devote all his time and energies to the college. The choice fell on A. F. Ross, LL. D., of Vermillion Institute, who was inaugurated April 11, 1871. Apparatus costing $1,400 was procured in the June following. Buildings were repaired and furnished. The next year a cabinet was collected.

Dr. Ross was a thorough scholar and a skillful teacher, loved by all, and his death was universally regretted. Under his administration the attendance had reached high-water mark, and the outlook for the future was growing brighter when death cut him down in the midst of his work. He was succeeded by Rev. G. C. Vincent, D. D., who held the position 7 years. During his administration the present handsome new building was erected, and the nucleus of an endowment formed. The building had scarcely been completed when Dr. Vincent resigned. Wm. Brinkerhoff, LL. D., late President of Hopedale College, was elected to succeed him, but died after an administration of a little more than one year. Dr. Brinkerhoff was a graduate of Franklin College, a thorough scholar, an apt teacher, and universally beloved. Rev. J. G. Black was elected to fill the vacancy, but after one year resigned to accept a professorship in Wooster University. In 1887 Rev. W. A. Williams, the present incumbent, was elected to the presidency.

Two years have passed since the beginning of the present administration, and the college has grown from the smallest to the largest attendance since the war, and the attendance this year bids fair to be the largest in the 64 years of the history of the college. The departments of music, art, elocution, shorthand, typewriting have been recently added, as well as the commercial and normal departments. A larger teaching force is employed and more departments are taught than ever in the history of the college. One feature of the present administration has been a reduction of expenses in every way possible, so that boarding, tuition, books, room, fuel and light cost the student only about $115 per year of 40 weeks. The outlook was never brighter. Sixty per cent. of the 423 alumni of Franklin College have entered the ministry.

The following are some of the distinguished men who have graduated there: United States Senators Cowan, Fowler, and Sharon; Hon. Wilson Shannon, late governor of Ohio; Hon. George W. McCook, candidate for governor of Ohio; Hon. John A. Bingham, Member of Congress and minister to Japan; Hon. William Kennon, Member of Congress, friend and adviser of President Jackson; Hon. John Welch, of the supreme court of Ohio; Joseph Ray, author of arithmetics, etc., and Sam. G. Armor, of Brooklyn Hospital Medical College. The members of the present faculty of Franklin College are as follows: Rev. W. A. Williams, D. D., president; Rev. R. G. Campbell, D. D., vice president, Latin, Greek, and German; T. M. Sewell, PH. D., mathematics and natural science; Miss Blanche Campbell, A. B., Latin and Greek; J. H. Paxton, B. S., normal department; A. J. Andrews, B. S., normal department; W. M. Burgess, M. D., anatomy, physiology, and hygiene.

XXIII.—WILMINGTON COLLEGE.

(*WILMINGTON, MEIGS COUNTY.*)

The first history of the college began at Tupper's Plains, Meigs County, where a general meeting was called to consider the feasibility of establishing an institution of learning to be known as Franklin College. This meeting, which was held in January, 1863, drafted a constitution and arranged for raising funds. Five months after this Franklin College was legally incorporated by the religious denomination known as Christians, but by an article of its constitution it was nonsectarian. At a meeting of the directors in 1865 a proposition was received from the citizens of Wilmington, in which they promised to erect suitable buildings for college purposes provided Franklin College should be removed and located in that vicinity.

This proposition was favorably entertained, and the necessary arrangements were made preparatory to removal, and the following persons, citizens of Wilmington, were chosen members of the board of directors, viz: C. M. Busworth, Dr. L. B. Welch, R. C. Doan, R. Wickersham, and A. C. Diboll. The next official meeting was held at Wilmington in September, at which T. D. Garvin was elected president, A. C. Diboll treasurer, and D. W. Garry general agent to solicit subscriptions for the erection of college buildings. Garry soon resigned, and T. D. Garvin was chosen to fill the vacancy.

In February, 1866, the site upon which the building now stands was wisely chosen as a desirable location, and purchased for the sum of $5,881.25. A plan of building was secured, and the work begun in earnest in the spring of 1866. By December of the next year the work had so far progressed that arrangements were made for opening the school. The Garvin brothers took charge of the work, looking to tuition alone for compensation. The college was opened in town until the building was ready for occupancy. The school was carried on successfully until 1868, when it became evident that the managers would not be able to complete the building, and its sale to liquidate the indebtedness became necessary. At this juncture the Friends, or Quakers, as they are usually called, some of whom had already been interested in the work, conceived the idea of purchasing the building and establishing it as an institution of learning under the direction and care of Fairfield, Center, and Miami Quarterly Meetings, of the aforesaid denomination. On February 5, 1870, a proposition was made to Center Quarterly Meeting to purchase the property known as Franklin College, and Jona-

than Bailey, Levi Mills, Thomas McMillan, Samuel H. Hadley, Simon Hadley, Jesse G. Starbuck, William Peelle, Benjamin Farquhar, and Zimri Dwiggins, were appointed to take the subject into consideration, and enlist, if possible, Fairfield and Miami Quarterly Meetings, that there might be united action and effort on the part of Friends in this work. So successful was the committee in enlisting the interest of Friends that at the ensuing quarterly meeting of Friends held at Fairfield on April 30, 1870, this record was made upon its minutes:

This meeting being informed that the property in Wilmington, Ohio, known as the Franklin College property, including 15 acres of land (the building being in an unfinished condition) can be purchased and the building finished and furnished for the sum of $20,000, and believing that the best interests of our society in these parts demand that greater facilities for the proper education of our youth should be provided, the following named Friends are appointed to coöperate with similar committees from other quarterly meetings as may unite in the effort to endeavor to raise said sum of $20,000 as speedily as possible and report to next meeting. And in case said sum of money is raised, the committee is directed to propose to next meeting the names of three suitable Friends to act as trustees on behalf of this meeting to hold said property.

The work was so earnestly and zealously entered into by those interested that by the 17th day of August, 1870, the following first record was made upon the Book of Record of the committee of managers of Wilmington College:

The committee appointed by Fairfield, Center, and Miami quarterly meetings of the Society of Friends on the subject of Franklin College met in Wilmington, Ohio, on the 17th of August, 1870, with a large attendance of the committee. The sum of $20,000 having been subscribed and the said property having been bid off at sheriff's sale for and at the price of $11,334, etc.

A subcommittee was appointed to put the building in such condition that it might not be damaged during the winter and also prepare it for occupancy. At the quarterly meetings held in October and November of the same year 3 trustees were appointed by each quarterly meeting. Also a board of managers consisting of 6 members from each meeting, said members to serve for a period of 2 years. The board of managers was to take charge and have control of the school, subject to the direction of the quarterly meetings, and to have authority to employ teachers and prescribe such regulations for the government of the school as shall best tend to promote the interests of the same. The management of the institution still continues as originally designed except that the trustees and board of managers are now constituted a joint board of control. Also at the same quarterly meeting by the suggestion of the joint committees the name of the institution was changed to Wilmington College. At the first meeting of the board of managers November 19, 1870, John Henry Douglas was appointed chairman, Rhoda C. Worthington secretary, and Isaac C. McMillan corresponding secretary. The work of completing the building having progressed satisfactorily the attention of the board was now occupied in making

the necessary arrangements for opening the school during the coming spring. The success which attended the work up to this time had resulted very largely from the earnest, self-sacrificing devotion of a few individuals whose names and memory (for some of them have ceased their labors here) are held very precious by the friends of the college, but in such an article as this space forbids an attempt to give them individual mention. Arrangements were made between the board of managers and Lewis A. Estes, A. M., of Westfield, Ind., by which he was to assume the responsibility of the school for a term of 10 years, the board to furnish the building with heating apparatus, seats, and tables, and the said Lewis A. Estes to be president of college, employ teachers, keep up all necessary repairs and "to look to tuition fees for remuneration for all his said services and expenses." Said contract to cease at the end of 6 months, notice thereof having been given by either party 6 months preceding the end of the school year. The building was formally opened for the admission of students on the 11th day of April, 1871, and from the first annual report we gather the following items: The school was divided into three departments, the intermediate, the normal, and the college. A college class was formed at the opening of the second term, enrolling 6 persons. Three societies were organized and maintained, the Douglas Literary (in honor of J. H. Douglas, one of the pioneers in working for the college), the Extemporaneous, for young gentlemen, and the Historical, for young ladies. One hundred and forty-eight students were enrolled during the first year. The faculty consisted of Lewis A. Estes, A. M., president; Ludovic Estes, A. B., professor of languages; T. R. Estes (part of the time), professor of natural sciences; Emma R. Clark, teacher of botany and intermediate studies, and Huldah C. Estes as matron and general critic. The present college library received its nucleus during this first year; 108 volumes were donated by Philadelphia Yearly Meeting; several volumes of Friends' works by the Representative Meeting of Indiana Yearly Meeting, and a set of Congressional works by Hon. John A. Smith, member of Congress from this district, making in all about 400 volumes. The religious turn and character of the institution began with the work of the first year. About this time a plan was devised for the endowment of the college by annual installments during a period of 10 years, but from lack of sufficient encouragement, this scheme failed. By a failure to collect all the original subscriptions for the purchase of the college the trustees reported to the quarterly meetings in April and May, 1873, that an indebtedness of $5,120.47 would exist by the ensuing Christmas unless paid sooner. The quarterly meetings entertained the request of the trustees to assume the indebtedness so far as to open subscriptions, and by this means the trustees were relieved. The enrollment the second year was 120. During this year L. A. Estes presented his resignation, but was induced to continue in the work, which he did during two terms of the third year, closing his connection with

the college in 1874, when the doors of the institution were closed until the autumn of the same year. Some of these were dark days for the friends of the college, but having taken hold of the work there seemed to be no thought of turning back, and while some would gravely presage failure, others seemed to think of nought save victory, and like Nehemiah and his forces, they builded with one hand and fought with the other.

Benjamin Trueblood, A. B. (now A. M., LLD.), of Oskaloosa, Iowa, was secured as president of the college, to whose self-sacrificing devotion, energy, and thought Wilmington College owes much of its success. Associated with him during this year were Marmaduke C. Kimber, A. B., professor of Latin, Greek, and German; Allen Terrell, B. S., professor of mathematics and chemistry; James B. Unthank, B. S. (now M. S.), professor of history and English literature. During this year the college was legally incorporated, additions were made to the cabinet and laboratory, and at the end of the year occurred the first commencement exercises.

The financial responsibility of the institution bore heavily upon the president of the college during this and succeeding years, and plans were being devised by which this burden would be lessened and, if possible, removed. Marmaduke C. Kimber resigned at this time to pursue his studies in Germany, but his death occurring a few years later, his connection with the college was not renewed. Ellen C. Wright now became a member of the faculty, and with President Unthank has continued in the work ever since.

The enrollment during the past year was 78, and the following year it increased to 90. Efforts were again put forth for the endowment of the college and the erection of the boys' boarding hall was begun, which was designed to give better and cheaper facilities for boarding under the management of the institution. The endowment had so far progressed on June 23, 1876, that the president of the college reported $5,929 subscribed; and the boarding hall was completed during the following year. It became necessary at this juncture that something be done to aid the president in carrying the financial responsibility of the institution, which resulted in 8 persons agreeing to make good any deficit below the income accruing from 80 students during the entire year, and this finally developed into a compact of 30 persons agreeing to carry the financial responsibilities of the school for a period of 5 years; this was perfected in 1878, and in 1879 the number of guarantors was increased to 100, who continued in charge of the trust until the expiration of the time. Jonathan B. Wright, B. S., was added to the faculty in 1878 as professor of natural sciences, which position he still retains, laboring earnestly to perfect this department of the college work. During the year 1877–78 there were 108 students enrolled, and the board reported to the quarterly meeting that "the year has been a prosperous one." The next year

there was an attendance of 80 students. The financial responsibility of the institution being assumed by 100 persons, some of its friends seemed somewhat to slacken their energy, and although the enrollment was not so large this year yet the work went steadily forward and 2 persons were graduated. At the end of this year President Benjamin Trueblood and Allen Terrell, having previously resigned, withdrew from the institution after 5 years of continuous service. At the opening of 1879–80 David W. Dennis, A. M., of Richmond, Ind., assumed the presidency of the college and continued to serve in this connection for 2 years, his wife, Mattie C. Dennis, teaching in the department of grammar and literature. Thomas Moon assisted in the mathematical department during the first year, the other members of the faculty remaining the same. During this year the enrollment reached 137, its maximum up to that time.

After 2 years' service President Dennis resigned, and James B. Unthank was elected to succeed him, having already had 7 years' connection with the college as professor, and with this year will close 7 years of continuous service as president of the institution. Allen Terrell was again induced to accept the chair of mathematics, and Joseph Hadley was employed as professor of Latin and grammar. The enrollment this year was 93. An effort had again been made to endow the institution, and $18,000 of the $25,000 proposed was reported subscribed, which amount was reached before the next annual report, so that the institution has now an endowment of about $30,000.

During the year 1882–83 Emma R. Townsend was chosen to fill the vacancy caused by the resignation of Joseph Hadley, and Prof. Levi T. Edwards, A. B., of Harvard College, succeeded Allen Terrell, who had again resigned, to the chair of mathematics. His original genius soon conceived the idea of the construction of a telescope, which long had been needed, and the result was a magnificent 12-inch reflecting telescope. Associated with him, and equal partners in the work, were Reynold Janny and Milton J. Farquhar. A temporary observatory was built, which has been replaced during the past year by a permanent, substantial one, built from donations mainly secured through the efforts of Alfred Brown, who for the past 2 years has acted as soliciting agent for the institution. The enrollment this year was 117. During this year the physical laboratory was established. Prof. Reuben H. Hartley, A. B., was added to the faculty, which had continued to consist of 5 members.

The college year 1883–84 enrolled 124 members and was considered quite a prosperous year. The board of managers, reporting for the year 1884–85, says:

> No year has ever passed over Wilmington College with results more satisfactory to both teachers and pupils than the one just closed.

Number of students enrolled 99. Reuben H. Hadley resigned to accept a call to another field of work and Prof. Isaac M. Cox, A. B.,

of Iowa, was chosen to fill his place. The enrollment for 1885–86 was the same as the previous year. The year 1886–87 enrolled 156 students, the largest of any previous year, and in the annual report the managers say:

> There has been a corresponding increase in the interest and enthusiasm with which the students have done their work. The cabinet has been increased, several volumes added to the library, and a well-equipped gymnasium has been fitted up. Much has been done by the energy and self-sacrifice of many persons whose names might very appropriately appear in this short sketch and without whose labor Wilmington College could not have been what it is to-day, some of whom still live and still work, while others have been called to rest from their labors.

Wilmington requires three, and sometimes four, regular studies, with not less than sixteen exercises per week for each student. Some students take more than this, but such work is voluntary and is never recommended unless it be in making up back work.

Wilmington is above the average as regards standards of admission in the natural sciences and English studies, about an average in mathematics, and somewhat below in the amount of Latin and Greek required for the classical freshman. This discrepancy is counterbalanced, however, by the fact that the classical studies are carried further up into the college classes. Many colleges finish Latin in the freshman and Greek in the sophomore year, while here these studies extend through the sophomore and senior years, respectively, so that an average amount of the classics is furnished, only it is further along in the course.

Wilmington has a main building devoted exclusively to study room, class rooms, and audience room, society halls, library, cabinet and gymnasium. The rooms in this building are large and well lighted, and are thus well adapted to their purposes. The observatory is a substantial brick structure, small, but furnishing ample room for the manipulation of the large reflecting telescope belonging to the institution. In chemistry and geology the laboratory and cabinet are furnished with appliances and specimens. The founders of Franklin College, members of the Christian Church, placed in the corner stone of the main building a copy of the Holy Scriptures as an emblem that the institution was to be broad-based upon the truth of God as revealed to man. By this they gave expression also to their purpose and desire that the institution should be a religious one, and that its power for good might be felt so long as it should endure.

When it passed into the possession of Friends its name was changed to that of Wilmington College; but the faithful men and women into whose hands it came were so far from changing the basis which had been adopted that its original purpose was intensified rather than lessened.

[AUTHORITIES: The above sketch is condensed from a series of articles by different writers connected with the institution and published in the Wilmington Collegian May, 1888.]

XXIV.—MOUNT UNION COLLEGE.

(*MOUNT UNION, STARK COUNTY.*)

The institution had a provisional organization in 1846. Its distinctive plan from the first, which has been preserved, is set forth in its incorporated objects as follows:

To found for the people a cosmic college, where any person may economically obtain a thorough illustrative, integral instruction in any needed studies. To enable persons of either sex to take any general course; to make the college a voluntary, representative, patriotic, philanthropic, Christian, not sectarian, institution.

It was first organized as a small seminary by O. N. Hartshorn, with 6 students. The number increased till, in 1849, there were 68 enrolled.

To provide for a pressing demand for special, thorough training for common-school teachers, a normal department was organized in 1850. The demand for qualified teachers increased, consequently the normal department grew rapidly.

This growth led to the erection of more commodious buildings, the addition of higher branches to the course of study, and an increased number of teachers and additional apparatus. In 1851 there were enrolled 211 different students.

It was chartered in 1858 under the name Mount Union College. The original foundation under which it was chartered was made by Prof. O. N. Hartshorn, embracing all the property previously used by the institution. The college is located in the city of Alliance, Stark County, Ohio. The large central building was completed in 1864 at an estimated cost of $100,000, raised by a series of donations by many persons in the vicinity of Alliance.

The buildings are of two kinds, one for instruction, the other for boarding purposes. There is a ladies' hall and residence for the president. The property of the college is held perpetually in trust by a board of trustees.

An endowment of $100,000 is being raised, besides an alumni chair of $25,000.

There are three courses of study; the classical, the liberal literature and arts, and the philosophical. The degrees (except in liberal literature and arts of ladies' department) are conferred alike upon gentlemen and ladies as follows: Bachelor of arts, A. B, for classical; bachelor of philosophy, PH. B.; bachelor of science, B. S.; bachelor of commercial science, B. C. S.

For ladies, mistress of liberal arts, M. L. A. For course of English literature, M. E. L. Non-resident students may be admitted to graduation upon actual examination. Degrees of master of arts, master of science, doctor of philosophy, are conferred on those who have completed a post-graduate course of one year's study and passed a satisfactory examination.

The college has a preparatory department, normal department, music department, fine art department, business department. The spirit of the normal department so pervades the institution that 7,819 students, one-fourth of whom are ladies, have been employed one or more terms in teaching public schools in nearly every State in the Union, with an average attendance of 47 pupils, thus instructing 367,493 pupils. A new departure is the Biblical Department and Itinerant Club, the conception of Bishop John H. Vincent. The plan is to provide for a new professorship devoted to the study of the Bible. The Itinerant Club is especially for the young ministers of the annual conferences for the purpose of work in a 4-years' course of study prescribed by the General Conference. The number of graduates with the degree A. B. is 231, with PH. B. 166, with B. S. 114. Total graduations in all departments with both degrees and diplomas, 1,610. Expenses for tuition, $10 per term or $30 per year, with no incidentals.

President, Tamerlane Pliny Marsh. The first president was Rev. O. N. Hartshorn. The original incorporators were Rev. O. N. Hartshorn, I. O. Chapman, G. W. Clarke, E. N. Hartshorn, and R. R. Hilton.

XXV.—WILBERFORCE UNIVERSITY.

(NEAR XENIA, GREENE COUNTY.)

One of the most interesting developments of the great problem of negro education in the United States is to be found in the history of Wilberforce University, situated near Xenia, in Greene County. The object of this institution from the first has been to make the negro his own educator. Since 1863 it has been under the exclusive management of the African Methodist Episcopal Church. Previous to that time it had been controlled by the general conference of the Methodist Church, which appointed the teachers, keeping in view the idea of self-education. The growth of this idea and the final results are well set forth in the following pages, condensed from a compilation by the president of the university, Samuel T. Mitchell:

There were two influences at work, the internal and the external. A crystallization of the internal forces at the Union Seminary in Franklin County, established by the colored people themselves, a crystallization of the external efforts in Greene County, show that two separate and distinct forces or agencies were at work, until finally we have them forming and uniting in a grand effort for race elevation, in Wilberforce University, under the control of the negro himself in the year of universal emancipation, 1863. The story as told by Bishop D. A. Payne, in an article sent to the Commissioner of Education, is substantially as follows:

WILBERFORCE UNDER THE AUSPICES OF THE METHODIST EPISCOPAL CHURCH.

It was in one of the darkest periods of the nation's history when the Cincinnati conference of the Methodist Episcopal Church, moved by the inspiration of Christian philanthrophy, appointed a committee of seven to consider and report a plan for the improvement of the intellectual and moral condition of the 30,000 colored people of Ohio, and those of other free States, by furnishing them such facilities of education as had been generally beyond their reach. This period was that between the passage of the fugitive slave bill and the breaking out of the civil war. The demon of slavery had reached the height of its power, and was preparing for its deadly struggle with the genius of liberty. "A Brief History of the Enterprise" was written by one of its chief actors, and is too interesting and important a leaf in the his-

tory of our national progress to be abridged. It is therefore given here *verbatim et literatim*. It is from the pen of Rev. John F. Wright, D. D.:

The mission of Methodism, like that of the Gospel, is to every human being. All classes have engaged her attention, especially the poor; and the colored people of this and other lands have shared of her sympathy and labors. In 1853 some of the ministers and members of the Methodist Episcopal Church saw and felt the necessity of a more liberal and concentrated effort to improve the condition and furnish the facilities of education to the 30,000 colored people in Ohio, and those of other free States. At the session of the Cincinnati conference, held at Hillsboro, September 28, 1853, on motion of Rev. A. Lowrey, it was ordered "that a committee of seven be appointed by the president to inquire and report to the next conference what can best be done to promote the welfare of the colored people among us." Bishop Janes appointed the following committee, namely: John F. Wright, Augustus Eddy, A. Lowrey, G. Moody, J. T. Mitchell, William I. Fee, and Charles Elliott.

REPORT OF ITS SPECIAL COMMITTEE.

A majority of the committee met on the call of the chairman, at the Methodist Book Concern, on the 9th of August, 1854, and on a full and free discussion adopted the following brief outline of a plan which was judged best calculated to answer the end had in view, and which the chairman was requested to elaborate in a report to be presented to the conference.

1. *Resolved*, That it is of the greatest importance both to the colored and white races in the free States that all the colored people should receive at least a good common-school education, and that for this purpose well-qualified teachers are indispensable.

2. That the religious instruction of the colored people is necessary to their elevation as well as their salvation.

3. That we recommend the establishment of a literary institution of a high order for the education of the colored people generally, and for the purpose of preparing teachers of all grades to labor in the work of educating the colored people in our country and elsewhere.

4. That we recommend that an attempt be made, on the part of the Methodist Episcopal Church, to coöperate with the African Methodist Episcopal Church in promoting the intellectual and religious improvement of the colored people.

FURTHER DEVELOPMENTS.

The chairman of the committee was directed to communicate this plan to the several conferences in the West for their consideration and concurrence. This was done and many of those conferences took favorable action on it, which showed that they were not only ready to adopt the outline of this great movement, but to assist in carrying it out.

The committee, as instructed, made a report to the Cincinnati Conference, held in the city, September 23, 1854.

We have but little space, and can make but a short extract from this report. It says:

We give no countenance to any theory which goes to deprive the black man of his full share in our common humanity, but hail him as a man, a brother, in accordance with that grand affirmation of the Bible, which must forever settle the unity of the human race; that God "hath made of one blood all nations of men, for to dwell on

the face of the earth." Hence, we cordially concede our obligation to do good to the colored race, according to our ability and their necessity. Here, then, is an extensive field open for benevolent enterprise, where a part of the large donations of the rich and the smaller contributions of those of less ability may advantageously mingle together, and where the patriot, the statesman, and the philanthropist of every description may unite in the accomplishment of this noble work.

Several resolutions were appended to the report. One recommended the establishment of a literary institution of a high order for the education of the colored youth; and one recommended the appointment of a general agent. The entire report was adopted by the conference, and John F. Wright was appointed the agent.

The general agent, although he had to serve a large district as presiding elder, labored quite extensively, by correspondence and otherwise, in the work assigned him, bearing his own expenses. He succeeded in awakening a lively interest in the subject, and in attracting the attention and exciting the hopes of the colored people.

At the session of the Cincinnati Conference, September 28, 1855, the committee, consisting of Rev. C. W. Swain, A. Lowrey, and M. Dustin, to whom was referred the elevation of the colored people, reported the following resolutions, which were adopted by the conference:

Resolved, That we recommend the appointment of Rev. John F. Wright as general agent for this conference, to take the incipient steps for a college for the colored people in this State.

Resolved, That our delegates be, and are hereby instructed, to bring this subject before the next general conference for their sanction and assistance.

Resolved, That it is the duty of our general agent to coöperate with the African Methodist Episcopal Churches in promoting Sabbath schools and other educational interests of the colored people.

The conference associated with their general agent, C. W. Swain, A. Lowrey, M. Dustin, and M. French, to carry out the first resolution, having reference to the eligible and valuable Xenia Springs property, in Greene County, Ohio.

The general agent and the committee associated with him held their first meeting at the Methodist Book Concern, Cincinnati, on the 31st of October, 1855, all present except Rev. C. W. Swain. John F. Wright was appointed chairman and M. French secretary.

At this meeting the agent was authorized to commence negotiations with the owners for the purchase of the Xenia Springs property, that being preferred by the committee as the most eligible location for such an institution. The agent was also authorized to make an offer for the property and solicit subscriptions and donations for the object.

For many years the unhappy condition of the colored people of this country has excited the sympathy of the benevolent, and the inquiry has been anxiously revolved, what can be done for the improvement of that condition? In the fall of 1853 the attention of the Cincinnati Conference was directed to this subject, and a committee of seven members was appointed to inquire and report some plan of operation at the next session. This committee reported to the conference in 1854, urging the immediate adoption of measures for encouraging the education of the colored youth, so as to

fit them for any position or pursuit in life to which God, in His providence, might call them. This report was adopted by the conference, and an agent was appointed to carry into effect the objects contemplated. This agent, the Rev. John F. Wright, in addition to his ordinary duties as presiding elder of East Cincinnati district, labored quite extensively, by correspondence and otherwise, in the work of the agency. He succeeded in awakening a lively interest on the subject and in arousing the attention and exciting the hopes of the colored people themselves, who began to see opening out before them the prospect of respectability and usefulness. The Ohio Conference entered with great cordiality into the project, and at its session in 1855 resolved to coöperate with the Cincinnati Conference and such other conferences as chose to engage in the enterprise, in establishing "a literary institution of a high order for the education of colored youth, male and female." A committee was also appointed, headed by the venerable Dr. Young, to coöperate with the committees from the other conferences in carrying into effect the objects contemplated. The agent of the Cincinnati Conference, in person and by letter, communicated with the three western conferences of the African Methodist Episcopal Church upon the subject, and they entered heartily into the measure. He has also visited the general conference of that church, which is now in session in Cincinnati, and has received assurance of the most cordial coöperation. This body of Christians has great influence with the colored people of this country, and the ministers and many of the leading members of that church have for some years manifested a laudable zeal for the literary as well as religious culture of their people.

LOCATION OF THE INSTITUTION.

At the last session of the Cincinnati Conference definite action was taken; the agent was reappointed, with enlarged powers; an able committee of four brethren was associated with him, and they were authorized to raise funds and procure a suitable site and building for an institution of learning. Providentially, as it seemed, just at the opportune moment a most beautiful location, with appropriate buildings, furniture, etc., was offered to them upon terms as favorable as could reasonably be desired. It is known as the "Tawawa or Xenia Springs" property, and is situated in Greene County, Ohio, some 3½ miles from the town of Xenia, in a community where such an institution will be cherished, and where it will enjoy every possible facility for meeting the wants which have called it into being. It embraces 54 acres of land, on which there is a large and beautiful edifice containing about 200 rooms, which are well adapted to the purposes of a boarding house, school and class-room, chapel, etc.; also several cottages equally well adapted to the use of private families, the furniture for both the main edifice and the cottages being included in the purchase. There are several mineral springs on the premises, and the whole had been fitted up for a fashionable watering place at a cost of over $40,000. This property was offered to the committee for $13,500. The offer was accepted, and the committee now look to the general conference for its approval, which will materially aid them in meeting the pecuniary responsibilities of the enterprise and in carrying into effect the great objects contemplated.

THE OBJECTS CONTEMPLATED.

As already intimated, the great object had in view is *the elevation of the entire colored race*, by means of literary, social, and religious culture. And in order to accomplish this object, it is proposed to encourage and assist them in their efforts at self-improvement, by means of Sabbath and week-day schools, and also by means of at least one institution of learning of a high grade, which the colored people may regard as their own; and where they may feel that they have no superiors, unless superior merit makes them such. The character and objects of this institution are thus explained by the agent of the Cincinnati Conference: "A leading feature will be to educate and train colored persons, male and female, for professional teachers, that they may be thoroughly qualified to go forth wherever their services are needed, and

impart to their own race a good Christian education. It is to be open to both sexes, and persons entering may pursue and accomplish a partial or thorough collegiate course, as they may choose; and, in its maturity, we design that it shall include and furnish all that is common to the best universities of the country."

PRESENT STATE OF THE ENTERPRISE.

It has been stated already that a most desirable location and buildings have been procured, which will, in a short time, be ready for occupancy. The project is regarded with great favor by all the prominent friends of the colored race, so far as their views have been ascertained; and the committee are informed, upon reliable authority, that the colored people themselves, especially in the neighborhood where the institution is located, are delighted with the enterprise. It has also attracted the attention of some wealthy gentlemen in the South, who have slaves whom they wish to emancipate and educate; and two such slaves have been emancipated already, and are now in Xenia, awaiting the opening of the school. It will probably be necessary to place the institution under the superintendence of a white principal for the present; but the design is to make it emphatically *the colored people's college.*

In conclusion your committee respectfully recommend the adoption of the following resolutions:

1. *Resolved,* That, in the judgment of this general conference, the religious education of the people of color in our land will tend most effectually and speedily, under God, to their elevation in this country, and to prepare the way for the restoration of the benighted millions of down-trodden Africa to all the blessings of civilization, science, and religion.

2. *Resolved,* That we look upon the proposed plan for the education of the colored youth of our land as of God, and as promising great good to the people of color among us, and untold blessings to the land of their ancestors; and we do most earnestly recommend this noble work to the sympathy, the prayers, and the generous benefactions of all who desire the elevation of the entire family of man.

3. *Resolved,* That we bespeak for the agents of this enterprise a cordial reception on the part of all Christians and philanthropists, hoping that they may be successful, not only in awakening sympathy and enlisting prayers, but also in gathering funds to pay for the property purchased, and to afford a liberal endowment of the institution, so as to place it on an equal footing with the best institutions of learning in our country.

Messrs. Wright and French, of the committee from Cincinnati Conference, which had negotiated the purchase of the property, with great pleasure heard of the favorable action of the General Conference, and applied themselves with increased exertions to comply with the conditions made by the owners, the hardest of which seemed to be to procure men, from pure philanthropy, to indorse their notes. Yet they found business men who determined to take the risk for the sake of advancing the intellectual and moral improvement of the most neglected and needy portion of our population. The terms offered by the owners were as follows: One-fourth of $13,500 to be paid down, or a note given, including 10 per cent. interest, at 60 days, with personal indorsers; the balance in 1 and 2 years; notes to be given by the commissioners of the Conference for the deferred payments, with approved personal indorsers, and all secured by a mortgage on the property, 6 per cent. interest to be paid semi-annually.

It was known that another party stood ready to close the contract with the owners if they failed, offering $1,500 more. They had until

Saturday, the 24th of May, to meet the conditions, and by diligent and continued efforts the last indorser was obtained half an hour before midnight, at which the time allowed expired. As they are deemed worthy of imperishable honor, we render the small tribute of here recording their names, with a clear conviction that their record is on high, and with a strong hope that they will have a brighter and more enduring reward in the decisions of the great day.

The names are: William Wood, Alexander Webb, John Dubois, Morris S. Hopper. The general agent advanced $375, and for the balance of the cash payment, $3,000, a note was given at 60 days, indorsed by William Wood, John Elstner, and W. B. Smith & Co.—names not to be forgotten.

Immediately after the purchase, the general agent entered upon his work of soliciting funds to meet the note of $3,000 due in 60 days. He collected some in the West, and going to the East he had some success in New York, Boston, Providence, Woonsocket, New Bedford, and other places in New England and New York; and it ought to be said, to the honor of Dr. W. G. Palmer, that a few days before the note matured he loaned the agent, on his individual note, $1,000, by which, with other funds, the note was paid.

The corporators adopted the name Wilberforce, with articles of association, and elected a board of twenty-four trustees, of whom four were colored men, viz: Rev. Lewis Woodson; Mr. Ishmael Keith, of the Baptist Church; Mr. Alfred Anderson, of the African Methodist Episcopal Church at Hamilton, Ohio, and Bishop D. A. Payne. Among the twenty whites was Governor Chase, of the State of Ohio, subsequently Secretary of the United States Treasury, and late Chief Justice of the United States.

At the first meeting John F. Wright was elected president of the board and M. French secretary; and Rev. Prof. F. Merrick was elected president of the university. There was, however, no demand at that time for his services at the institution, and the school was supplied with teachers for the time being, as they were needed.

The institution was formally dedicated to the holy work of Christian education by Rev. Edward Thompson, D. D., LL.D., then president of the Ohio Wesleyan University and late bishop of the Methodist Episcopal Church. This dedication occurred in October, 1856. The first principal of the university was Rev. M. P. Gaddis, jr., of the Methodist Episcopal Church, who managed it until June, 1857.

THE UNIVERSITY OPENED.

Prof. James K. Parker served as principal from February, 1857, to July, 1858, and then retired, with the commendation of the board. Professor Merrick having declined serving, on the 30th of June, 1858, Rev. Richard S. Rust, a distinguished member of the New Hampshire Conference, was unanimously elected president of the institution.

This benevolent scheme is based on the supposition that the colored man must, for the most part, be the educator and elevator of his own race in this and other lands. Hence, a leading object of the institution is to educate and thoroughly train many of them for professional teachers, or for any other position or pursuit in life to which God, in His providence or by His Spirit, may call them. It has also been a cherished idea with the founders of the institution that a theological department should be organized at the earliest period possible, in which young men, called of God to preach "the unsearchable riches of Christ," might receive that aid so essential to prepare them for this great work. We are happy to learn that several young men have already entered this department, who give promise of great usefulness to the church and the world. Our enterprise has enlisted the hearts and received the favor of some distinguished statesmen and other citizens of our common country, and is designed to unite and engage the efforts of all Christians and philanthropists. Several of the leading denominations of Christians are represented in the board of trustees. We have good reason to believe this work is of God, that His hand is in it, and His blessing will be upon it, and, therefore, we hope for good results.

IMMEDIATE RESULTS.

The catalogue of 1859–60 showed a roll of 207 students, the majority of whom were the natural children of Southern and Southwestern planters. These came from the plantation, with nothing mentally but the ignorance, superstition, and vices which slavery engenders; but departed with so much intellectual and moral culture as to be qualified to be teachers in several of the Western States, and, immediately after the overthrow of slavery, entered their native regions as teachers of the freedmen.

A large number were gathered from the free States, and many from some of the most respectable families in Pennsylvania, Ohio, Illinois, and California. These derived the greater benefit from the instructions given at Wilberforce, and were prepared for a higher sphere of usefulness. Dr. Rust has also formed a class in the classics and mathematics, another in French, and a third had commenced theological studies, of whom were 6 young men, who have since distinguished themselves in the pastoral and other fields of usefulness, covering politics, the military service of the United States, and the publishing department of the African Methodist Episcopal Church. One of these ran a short but glorious career as a pastor, and is gone to enjoy the "Saints' everlasting rest."

WILBERFORCE UNDER THE AUSPICES OF THE AFRICAN METHODIST EPISCOPAL CHURCH.

On the 10th of March, 1863, between 9 and 10 o'clock p. m., Daniel A. Payne, one of the bishops of the African Methodist Episcopal Church,

agreed with the original trustees of Wilberforce University to purchase the property of the African Methodist Episcopal Church to be used as an institution of education for the colored race, which was at the time excluded from all the schools of higher education, excepting two or three, of which Oberlin was chief. Their admission into others, if admitted at all, was on such conditions as few persons of color would accept. This bishop associated with himself Rev. James A. Shorter and Mr. John G. Mitchell, who was at that time principal of a graded school in the city of Cincinnati, Ohio.

After contracting for this valuable and beautiful property our first effort was to liquidate the debt. Before we could secure the title deeds we had to pay, on the 11th of June, 1863, our first installment of $2,500. This was promptly raised by collections within the boundaries of the Baltimore and Ohio annual conferences. That sum was paid and the title deed handed over to the agents of the African Methodist Episcopal Church, viz: Rev. J. A. Shorter, Rev. John G. Mitchell, and Bishop D. A. Payne; but it was particularly specified as the property of the African Methodist Episcopal Church. The next step was to take out an act of incorporation. This was secured according to the laws of the State of Ohio. The third step was to secure a charter, which declared that two-thirds of the board shall always be members of the African Methodist Episcopal Church, and that *there shall never be any distinction among the trustees, faculty, or students on account of race or color.*

These three persons applied for and obtained a new charter for Wilberforce in the name of the African Methodist Episcopal Church.

The school was reopened on the 3d day of July, 1863, by Prof. John G. Mitchell. Only 6 children were present. They were put upon the study of elementary English.

During the first 10 months the school gradually increased in members and progressed in knowledge.

Professor Mitchell was aided by his wife, Mrs. Fannie A. Mitchell.

At the opening of the spring of 1864, the increasing numbers demanded another teacher, and Miss Esther T. Maltby, of Oberlin, then a teacher in the schools of the American Missionary Society, at Portsmouth, Va., was secured as lady principal and matron.

THE CATASTROPHE OF 1865.

Professor Mitchell was constrained, by the wants of the school, to go out as a financial agent. The management of the school was left solely to Miss Maltby, and, under God, it was increasing in numbers and popularity.

The progress of the students was commendable, and classes were formed in Greek, Latin, and the lower mathematics. Everything indicated a prosperous future, when suddenly the buildings were set on fire by incendiaries. Within half an hour the beautiful edifice was nothing but smouldering embers. The catastrophe fell upon us like a thunderbolt out of a clear sky.

It was a time of lamentation for our friends, and rejoicing for our enemies. Said one of the latter, "Now their buildings are burned, there is no hope for them." Another said, "I wish lightning from heaven would burn down Wilberforce." This one supposed his impious prayer was more than answered.

But we believed and said, "Out of the ashes of the beautiful frame building a nobler one shall rise." Without faltering, one of the cottages was converted into a school room and scholars were taught therein till the last of June, which terminated the academic year; after which all the students from abroad went home.

The majority of the advanced students never returned, but went to other institutions. Those who preferred Wilberforce came back the next autumn. Meanwhile we began to mature our plans for rebuilding. The result is before the country. As respects the school, it passed through severe trials.

Miss Maltby's nervous system was so affected by the catastrophe that for 12 months she was unfit for labor, and never returned. She is now a missionary in Asia Minor, in the service of the American Board of Commissioners for Foreign Missions. Professor Mitchell was compelled to be in the field soliciting funds to aid us in rebuilding, and, therefore, for a season, the management of the school fell upon our most advanced student, Mr. J. P. Shorter, who acted his part nobly, until we were able to secure the services of competent professors, who were soon found in the persons of Prof. Theodore E. Suliot, Prof. William Kent, and Miss Sarah J. Woodson.

OPENING OF THE DEPARTMENTS.

The theological and classical were opened in the autumn of 1866; the scientific in 1867; the normal in 1872.

STATE AID.

Through the noble generosity of the State of Ohio there was established in 1888 a combined normal and industrial department at the university. A special board of trustees selected by the governor and the university board directs its management. According to the law under which it is organized, every member of the legislature is entitled to select a youth from his district who may receive the benefits of that department free of tuition. The immediate effect of this act has been to increase the efficiency of the normal instruction given, and to inaugurate a line of technical training. The course as outlined continues through 2 years, including for the young men instruction in use and care of tools, involving sawing, planing, joining and squaring, industrial drawing, mitering, boring, mortising, dovetailing, work from drawings, practical work in and out of the shop, attention given to cabinet work, tool sharpening and saw filing, the general principles of carpentry, framing, house building and practical work, instruction in wood turn-

ing and scroll drawing throughout the course. For young women a course of 2 years is given in dressmaking, including plain sewing, basting, hemming, running, back stitch, taking measurements, cutting from model, button-hole stitch, fine needle work, with other domestic work as may be added. It is earnestly hoped that around this new education—the industrial—will cluster the substantial sympathy and coöperation of the friends of the race.

The board for the management of the new department consists of three members elected by the university board and three members appointed by the governor and confirmed by the senate. The tenure of office is 3 years.

Four thousand dollars was appropriated by the legislature at its last session and $6,000 for the ensuing year.

FINANCIAL EXHIBIT.

Among the benefactors of the university have been Chief-Justice Chase, who left $10,000; Mr. John Pfaff, Cincinnati, Ohio, $1,000; the trustees of the Avery Fund, $10,000; Dr. Rust, of Cincinnati, and Miss Ella M. Graves and mother, New York; Bishop J. P. Campbell, Philadelphia, $1,000; Bishop J. A. Shorter, $1,000; Mrs. Bishop Shorter, $1,000; Mrs. Mary E. Monroe, Cleveland, Ohio, $1,000; Dr. D. H. Snowden, Litchfield, Ill., $100; Mrs. E. Tillotson, New Bedford, Mass., $2,300; Mrs. Teagle, West Chester, Pa., one-fourth interest in property valued at $100,000; Rev. E. N. Yelland, LL. D., 1,000 acres of land in eastern Kentucky. In 1869 the university received through General Howard, from the Freedmen's Bureau, $3,000, and in 1870 we received from the same Bureau by special act of Congress $25,000. Total from the Bureau, $28,000. An excerpt from the secretary's report for 1887–88 indicates financial conditions and progress:

RECEIPTS.

April 5, 1884, to June 17, 1884	$839.65
June 17, 1884, to June 16, 1885	7,380.38
June 16, 1885, to June 15, 1886	8,937.54
June 15, 1886, to June 14, 1887	15,732.76
June 14, 1887, to May 2, 1888	14,101.70
Total receipts for 4 years ending May 2, 1888	46,992.03
Total receipts during the 4 years ending April 5, 1884	31,065.84
A gain in receipts over last quadrennium of	15,926.19

FUNDS INVESTED.

Avery fund, first mortgage at 7.3 per cent	$5,000.00
Avery fund, first mortgage at 7 per cent	5,000.00
J. A. and M. Shorter fund, first mortgage at 8 per cent	2,000.00
Mrs. Monroe fund, first mortgage at 8 per cent	1,000.00
Campbell fund, African Methodist Episcopal Church	1,000.00
Snowden fund at 8 per cent	100.00
African Methodist Episcopal Church endowment fund	500.00
Total invested funds	14,600.00

More than a quarter of a million dollars have been expended for educational purposes. On the 52 acres belonging to the university are ten buildings. exclusive of a barn and stable. Nine of these buildings are cottages, erected within the campus. They are occupied chiefly by students and families who came to educate their children under college restrictions and influences.

The main edifice is built in the center of the campus. The foundations are of solid limestone. The superstructure is of red brick, three stories above the basement, and is 44 by 160 feet. It embraces a center and two wings. This building contains eight recitation rooms and one lecture room, an art and a music room, one library and a large hall, to be fitted up for a museum. It also has five dormitories, with forty bedrooms and sleeping accommodations for eighty persons. The basement contains fifteen rooms, which embrace the kitchen, pantry, storerooms, dining hall, laundry, and sleeping apartments for all connected with the culinary and laundry work.

The expenses for students are as follows: Tuition each term in theological department, free; in practice school, $3; in sub-academic department, $4.75; in acedemic, normal and scientific departments, $5.75; in classical department, $6.75.

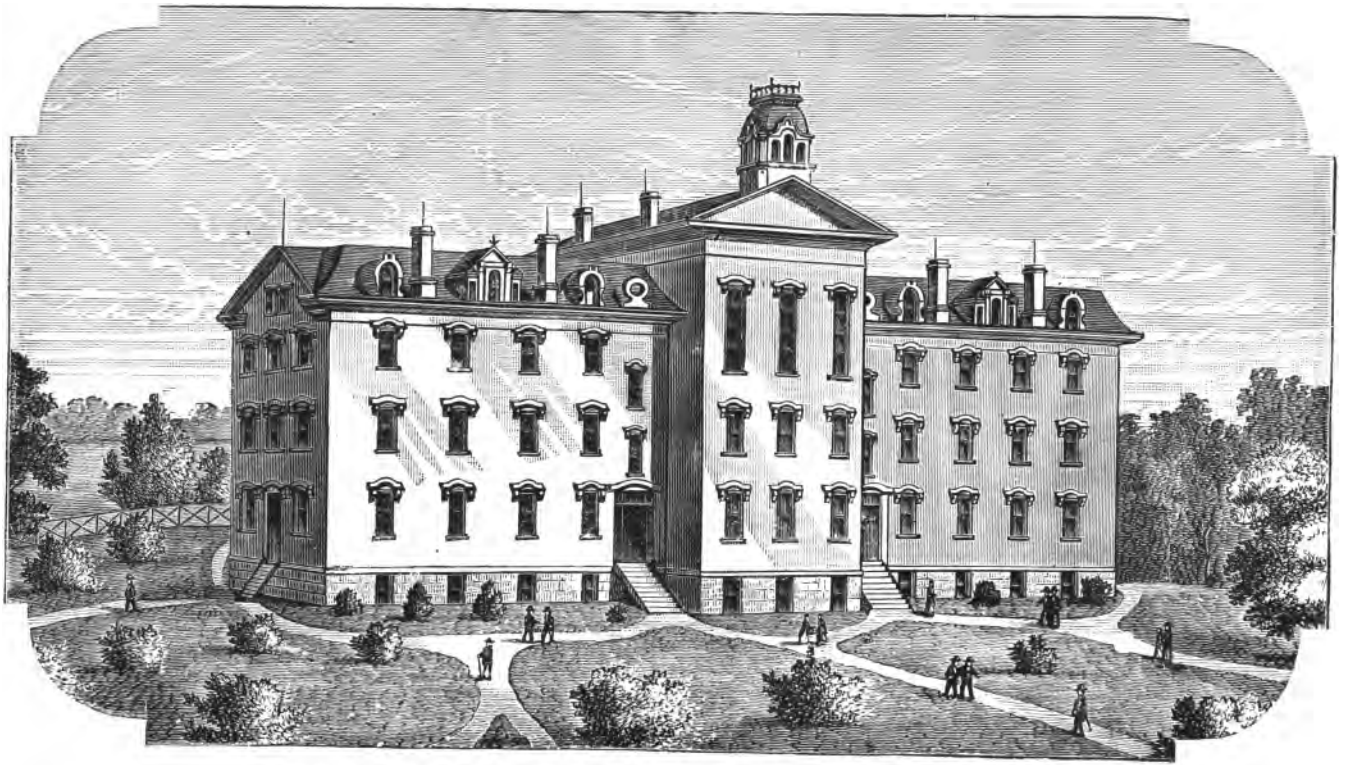
Yearly expenses of students are from $100 to $120.

The following table indicates the number of students attending Wilberforce:

Year.	Girls.	Boys.	Total.	Year.	Girls.	Boys.	Total.
1863–65	73	96	169	1877–78	45	107	152
1865–66	40	85	125	1878–79	46	109	155
1866–67	58	82	140	1879–80	46	125	171
1867–68	28	38	66	1880–81	54	111	165
1868–69	55	30	85	1881–82	42	99	141
1869–70	32	80	112	1882–83	49	59	108
1870–71	48	76	124	1883–84	58	75	133
1871–72	111	48	159	1884–85	47	64	111
1872–73	40	98	138	1885–86	34	77	111
1873–74	57	101	158	1886–87	40	86	126
1874–75	43	82	125	1887–88	37	72	109
1875–76	49	104	153	1888–89	47	85	132
1876–77	49	102	151				

The distribution of students in different departments was as follows in 1888–89: College department, 9; College preparatory department, 9; theological department, 8; law, 1; first year English, 14; second year English, 27; third year English, 24; music, 9; combined normal and industrial, 68; total enrollment, less those who were reënrolled, 132.

The number of graduates since the establishment of the university to June 20, 1889, is 107.



WILBERFORCE UNIVERSITY.

They are classified as follows:

Theological department	33
Classical department	22
Scientific department	31
Normal department	20
Law department	1
Total	101

Of the 101 already graduated, 29 are engaged in ministerial labors and 50 in teaching. Some of the most responsible positions in each of these callings are held by Wilberforce graduates.

PRESIDENTS OF WILBERFORCE UNIVERSITY.

1. Rev. Frederick Merrick, elected 1856, but did not serve.

2. Rev. James R. Parker, A. M., acted as principal from February 20, 1857, to July 1, 1858.

3. Rev. Richard S. Rust, D. D., July 1, 1858, to July 1, 1863.

4. Bishop Daniel A. Payne, D. D., LL. D., from July 3, 1863, to June, 1876; resigned.

5. Rev. Benjamin F. Lee, B. D., from June 19, 1876, to June 19, 1884; resigned.

6. Prof. Samuel T. Mitchell, A. M., elected June 20, 1884.

[AUTHORITIES: President D. A. Payne, contribution to "Historical Sketches Ohio Higher Educational Institutions," 1876; catalogues.]

XXVI.—URBANA UNIVERSITY.

(URBANA, CHAMPAIGN COUNTY.)

[Sketch by President MOSES.]

In the year 1849 a number of New Church men, or persons holding to the doctrines set forth in the writings of Emanuel Swedenborg, conceived the plan of establishing at Urbana, Ohio, an institution of learning to be known by the name of Urbana University. Ten acres of ground, finely wooded and affording eligible sites for the college buildings, were donated by John H. James, esq., a resident of Urbana, and at a meeting convened by Rev. James P. Stuart, at Urbana, of those interested in the enterprise, further donations were offered sufficient to insure the erection of a building for college purposes. At the same meeting an association was organized which accepted the proffered gifts, appointed a provisional board of trustees, and authorized an application to the legislature of Ohio for an act of incorporation.

The charter bears date of March 7, 1850, and is very liberal in its character, giving the institution authority to establish whatever schools, seminaries, or colleges may be deemed necessary or desirable, and for the conferring of the usual academic degrees. The incorporators named in the charter were as follows: Milo G. Williams, of Montgomery County; John R. Williams, of Belmont County; Benj. F. Barrett, E. Hinman, and Wm. E. White, of Cincinnati; David Groynne, of Champaign County; George Field, of Detroit, Mich.; Sabin Hough, of Franklin County; Samuel T. Worcester, of Huron County; John Murdock, of Clark County, and Richard T. Canby, of Logan County. The corporation is governed by twelve trustees, the persons named above constituting the first board of trustees. Vacancies in the board are filled by the remaining members. By the terms of the charter the trustees are required to be members of the New Church or attached to the principles thereof. The name of university was assumed before any schools existed to form it, and the board decided at the outset that the university should embrace the entire course of school training, from the lowest to the highest. A primary and preparatory department, were first organized, in which boys and girls were taught together. A separate school for girls was at the same time resolved upon, to be carried on in conjunction with the academic classes of a college. In one of the early catalogues published in 1860 it is stated that "the union of boys and girls in the same school may be viewed with distrust by those who

have no chance to witness its working. With the experience which they have now had, the trustees and faculty unite in opinions as to its benefits. They have found no evils resulting from it; and the benefits have been so obvious, in the formation both of manner and character—and this with girls no less than boys—that the present arrangement will not willingly be dispensed with." The plan of coeducation was thus early adopted by the institution and among the graduates of the classes of 1857, 1858, and 1859 appear the names of several young women. At the present time women are admitted to all the college classes without restriction.

On the 19th of June, 1850, since observed as foundation day, the corner stone of the first college building was laid. The college hall or students' dormitory and residence was soon erected and in 1874 a third story was added to the building. In 1875 a wing was added to the college building providing for a chemical laboratory in the lower story and a president's room above. In 1880, by means of the Loring and other contributions, a building was erected on grounds donated by the New Church Society of Urbana for the primary department and school for girls, and in 1884 a new wing was added to the college building, containing the museum and biological laboratory and a hall for public exercises. Shortly after the original donation of 10 acres by John H. James, esq., of Urbana, an additional donation of 5 acres was made by Mr. Edward Dodson, of Cincinnati, and at a later period an adjoining tract of 15 acres was purchased and donated by Hon. J. Y. Scammon, of Chicago, Ill. Thus the entire domain of the college embraces 30 acres covered with a pleasant grove of native trees and affording ample space for all future structures and for the recreation of the students. At the same time the college became the recipient of a donation of $10,000 from Mr. David Wilson, who stipulated in his bequest that the amount should form the basis of a chair to be known as the Wilson professorship; also a donation from Alvin Washburn, of Lynchburg, Ohio, of a tract of land, from the sale of which was realized the sum of $14,000.

Among the early professors in the college was Milo G. Williams, professor of science and dean of the faculty, who continued in the duties of his professorship until 1870, and remained one of the trustees until his death. Professor Williams furnished meteorological reports to the Smithsonian Institution for a period of over 20 years, and the publication of these reports formed the basis of the present weather bureau at Washington. Associated with him in the early days of the college were J. T. Leonhard Tafel, PH. D., professor of languages, member of a family of eminent scholars and brother of Dr. Emanuel Tafel, who edited and translated the writings of Emanuel Swedenborg, while holding a professorship in the University of Tübingen; the Rev. J. O. Stuart, a clergyman, a writer of note in New Church literature; Joseph W. Jenks, A. M., professor of languages; Col. Adolphe Boyesen, of Nor-

way, instructor in modern languages, and others. At the outbreak of the civil war in 1861 the attendance of students became so reduced as to require the suspension of the collegiate department, and the institution was conducted for a number of years in the form of an academy, with varying success. Among the teachers employed during this period besides Prof. Milo G. Williams, who rendered efficient service both in active teaching and in the general management of the institution, may be named Rev. Charles Hardon, Rev. George A. Smith, Mr. Julius Hawick, Mr. A. B. Farnham, Mr. James Dike, Mr. Alonzo Phelps, Miss Howells, Miss Farnham, and Miss Finney. The president of the institution during this period was the Rev. Chauncy Giles, who resided in Cincinnati and had only an indirect management of its concerns. Rev. Mr. Giles retired from the presidency in 1870, and is at present the pastor of a large and flourishing society of the New Church in Philadelphia. As his successor the trustees elected the Rev. Frank Sewall, in 1870, and took steps to reorganize the institution upon a collegiate basis, which it has ever since maintained. Associated with President Sewall at various times during the period of his service from 1870 to 1886, were Thos. Freeman Moses, professor of natural science; Hjalmar H. Boyesen, from the University of Christiania, Norway, instructor in Latin and Greek; Thos. French, jr., PH. D., professor of physics and chemistry; Philip B. Cabell, a graduate of the University of Virginia, professor of Greek and Latin; Jacob E. Werren, professor of modern languages; Wm. Pinckney Starke, professor of ancient languages; George W. Worcester, instructor in mathematics, and others. Of these, Professor Moses only remains connected with the institute, he having been elected to succeed the Rev. Frank Sewall as president. Mr. Boyesen was, after two year's service, elected to a professorship in Cornell University, and later to a chair in Columbia College, New York. Professor French was called to the University of Cincinnati as professor of physics. Professors Cabell and Werren were ordained as ministers in the New Church, and are at present preaching to societies, the former in Cleveland and the latter in Abington, Mass. Rev. Mr. Werren also fills the chair of ancient languages in the New Church Theological School at Cambridge, Mass. Professor Worcester accepted a position in Mrs. Quincy Shaw's school in Boston, which he now holds. During Rev. Mr. Sewall's administration an effort was made to endow the college, and after a continuous and persevering effort the president was enabled to report to the trustees in 1878 that the sum of $50,000 had been subscribed and the greater part of it paid into the treasury. A statement of the payments and assets of the university was, by order of the board, published in that year, and it showed a total of property belonging to the college of $85,000, including lands, buildings, library, and permanent fund. Among the larger subscriptions to the endowment fund were those of Mr. A. L. Wentz, of Newburgh, N. Y., of $5,000; of Mrs. Leonore M. Gordon, of Norfolk, Va., widow of the late George

P. Gordon, of New York, inventor of the Gordon printing press, of $10,000, to be set aside for the endowment of the "Gordon professorship;" and of Joseph A. Barker, of Providence, R. I., of $15,000. The college possesses a museum of well selected mineralogical and geological specimens, and a library of some 5,000 volumes. The number of its graduates from its foundation bears but a small proportion to the number of students who have from time to time been in attendance during the 40 years of its existence. This has been largely owing to the invariably high standard which has always been maintained in the granting of diplomas, the trustees and faculty being desirous that a degree conferred by them should signify as much as one conferred by the better class of colleges throughout the country. Less than fifty degrees in course and but three honorary degrees have been conferred in the history of the college.

The present faculty consists of Thos. Freeman Moses, A. M., M. D., president and professor of zoölogy and geology; John H. Williams, B. S., professor of physics and chemistry; Lewis F. Hite, instructor in Greek and Latin; E. W. Phillips, instructor in mathematics; Flora Williams, instructor in English literature and history; Sarah Alice Worcester, instructor in French and German; Mabel F. Mulliken, instructor in elocution and vocal music · Matie Coffeen, teacher of grammar school.

XXVII.—BELMONT COLLEGE.

(COLLEGE HILL, HAMILTON COUNTY.)

[Sketch by Dr. P. V. N. MYERS, President of the College.]

Belmont (formerly Farmers') College is located at College Hill, Hamilton County, Ohio. This village is one of the suburbs of Cincinnati, and occupies as its site the highest point of land in the Miami country.

The institution had its beginnings in a private school founded in 1833 by Freeman Grant Cary, esq., and was known for a time as "Pleasant Hill Academy." By the year 1845 Mr. Cary had invested in buildings and apparatus about $10,000, and the promising outlook for the school induced the friends of the movement to make an effort to enlarge the accommodations of the institution and to give it a more permanent and public character. To carry out this design an act of incorporation was secured and a board of directors organized in the winter of 1846–47, under the style of the "Farmers' College." Sufficient money was raised by subscription, in shares of $30 each, to purchase an eligible site, embracing 4 acres, and to construct thereon a substantial building 120 feet front by 48 deep and three stories high. Over 400 persons, mostly mechanics and farmers, were contributors to the capital stock. These subscribers were entitled to interest on their shares, payable in tuition. The academy was not merged into the college; it still remained the private property of Mr. Cary, to whom the board of directors intrusted the superintendence of instruction in the new institution.

In 1852 the institution entered upon the third era in its history. In order to secure an income sufficient to pay the salaries of the professors it was determined to raise an endowment fund of at least $100,000, through the issue of limited and perpetual scholarships (the perpetual scholarships, $100 each, to exempt the holder from the payment of tuition fees), and to convert the original stock into the same form, so that the college property should vest in the owners of perpetual scholarships, and the whole management of the institution be under their control. A general act of the legislature was procured under which all the requisite changes could be made. A formal meeting of the original stockholders was called on the 8th of May, 1852, and the property was formally transferred to the perpetual scholarship holders, and the capital stock increased to $150,000, exclusive of improvements, grounds, etc. One hundred thousand dollars was at once raised, Mr. Cary's academy property was conveyed to the corporation, and the

board assumed the entire control. A president and full corps of professors were now elected. The annual catalogue of the college for 1853 showed an attendance of 321 students. Thus in less than 20 years a private school of 4 pupils had grown into a college rivaling many of the older literary institutions of the country.

It was from the first the design of the founders of Farmers' College to connect with the institution an experimental farm for the promotion of scientific and practical agriculture and horticulture. One hundred thousand dollars was raised for this object, and by the year 1854 the department was fully organized under three appropriate professorships, with laboratories, libraries, etc., together with a model and experimental farm, wherewith to demonstrate and make practical the lessons of science—the first complete institution of the kind organized in the United States. The department proved a failure, and about 15 years after its organization the farm was sold, and the proceeds of the sale were turned into the general endowment fund of the college.

The prosperity of the college was undermined by the civil war, and the sessions were suspended from 1870 to 1873.

In the year 1884 the directors of the institution, in accordance with a request made by the holders of the certificates of perpetual scholarships, secured by petition to the court of common pleas of Hamilton County, Ohio, a change of name from "Farmers' College" to Belmont College. The institution at present rests on the scholarship basis, but an effort is being made, by a voluntary exchange of the certificates of perpetual scholarship for certificates of limited duration, to place it upon a regular endowment foundation.

The endowment fund at present amounts to about $60,000, which is safely invested. The sources of income, which amounts to about $5,000, are the interest on this sum and the incidental fees collected from students. The value of the grounds, building, etc., is about $20,000. There are three libraries connected with the institution, which contain an aggregate of over 2,000 volumes of standard literature. Two literary societies are maintained by the students—one by the young men and one by the young ladies, coeducation having prevailed in the institution since the year 1873.

In 1888 the college classes were temporarily suspended, and 2 years added to the preparatory courses.

The object of this movement was to raise the grade of the college classes by 2 full years, it being the intention of the faculty and directors to resume the collegiate work upon the higher plane thus reached, within a year or two.

At present the instruction embraces three courses of study—all preparatory—a classical, a Latin scientific, and an English course. The faculty consists of a president and 5 professors and teachers.

XXVIII.—CALVIN COLLEGE.

(BROOKLYN VILLAGE, CUYAHOGA COUNTY.)

Calvin College was founded in 1866 by H. J. Ruetenik, then serving a German congregation of the Reformed Church. That church had no institution of learning and took little interest in higher education; therefore the school was started as a personal enterprise. About $600 were collected in Germany by the founder, $500 of which was made a first payment on 5½ acres of land in Brooklyn Village, bordering on the city limits. An academy was started and taught by H. Woldman.

The school made slow progress. The church took but little interest in it, and instruction being exclusively in German, all non-German speaking students were excluded.

It was found necessary to introduce instruction in English into the lower classes, and by studying American methods of government it was found expedient to adopt more lenient methods than were practiced in the German gymnasium. In order to carry out the original plan of giving all students a thorough knowledge of German, Latin and Greek had to be curtailed. The college now has a 6 years' course.

The first year includes English, German, arithmetic, history, and physiology; second year, algebra, natural science, German, and general history; third year, Latin, geometry, and other studies continued; fourth year, mathemetics completed, other studies continued, and Greek begun; fifth year, philosophical studies begun, history completed; sixth year, moral philosophy begun, and English and German literatures studied.

The college charter was granted in 1883, the school having become the property of the Central Synod in 1882. There are always twenty or thirty beneficiary students, who have board and tuition free, and for whom $2,000 or $3,000 are annually contributed by individuals and churches. One-half of these students come directly from Germany, sent by reformed associations to be prepared for the ministry, to work among the Germans in America, English and German being both necessary for such workers.

Commercial and musical departments were added in 1887. A college of pharmacy, which has been conducted in Cleveland for 3 years, is now entering into close union with Calvin College. The college has no endowment, but holds real estate to the amount of $20,000. The library contains 2,000 volumes. The faculty consists of three regular and three extra professors, assisted by five tutors. The Reformed Church has a publishing house, worth $75,000, in close proximity to the college.

XXIX.—FINDLAY COLLEGE.

(FINDLAY, HANCOCK COUNTY.)

The first steps toward the establishment of this institution were taken during the sittings of the general eldership of the Church of God, in Findlay, Ohio, in May, 1881. This body meets triennially, and is composed of ministerial and lay delegates appointed by the various annual elderships throughout the United States. The question of founding an institution of learning had been agitated for a number of years, but prior to this time nothing definite or permanent had been agreed upon. A special session was devoted to the consideration of this project; the discussions were animated and unanimous in favor of a college, several thousand dollars being subscribed at once for such a purpose. The whole matter was then referred to the board of education of the general eldership, with instructions to take at once the necessary steps toward locating and establishing a college to be owned and controlled by the Church of God in North America, but to be unsectarian in its influence, and to extend equal privileges to all, irrespective of sex, race, or color. From the beginning there has been great unanimity of sentiment in regard to making the college in every respect a first-class institution. This called for concentrated effort. To insure the latter, the location must be central. Hence, Ohio was chosen as the State, and the activity and liberality of the citizens of Findlay elected their city as the site of the new college.

On the 28th of January, 1882, the college was incorporated under the title of "Findlay College." The following are the names of the original incorporators: Jeremiah M. Carvell, Robert L. Byrnes, of Pennsylvania; Isaac Schrader, of Indiana; Tobias Koogle, Jacob M. Cassel, Anderson C. Heck, John C. Strickler, and George F. Pendleton, of Ohio.

A college building has been erected four stories in height, and 171 by 107 feet in dimensions. The financial assets amount to something over $100,000.

There are three departments of instruction. The theological department holds a prominent place. The collegiate department grants three degrees, A. B., PH. B., and B. S. There is also an English and normal department.

The attendance in 1889 numbers 287 students, distributed as follows: Collegiate, 44; preparatory, 90; English and normal, 130; theological, 5.

The president is John R. H. Latchaw, A. M.

XXX.—WILMINGTON COLLEGE.

(WILMINGTON, CLINTON COUNTY.)

In June 1863, articles of incorporation were issued to the religious denomination known as the Christian for the establishment of an institution of learning to be called Franklin College, and located at Tupper's Plains, Meigs County. In 1866 a building was erected at Wilmington. The school was carried on successfully until 1868, when, owing to financial embarrassment, it was found necessary to sell the college property. At this point the Friends, or Quakers, as they are usually called, some of whom had already been interested in the work, conceived the idea of purchasing the building and organizing an institution of learning under the control of the Fairfield, Center, and Miami quarterly meetings of that denomination. On August 17, 1870, the property was sold at sheriff's sale, and was bid in by a committee appointed by the aforesaid quarterly meeting. An arrangement was made with Lewis A. Estees, of Westfield, Ind., who thereupon assumed the responsibility of the school for 10 years, agreeing "to look to tuition fees for remuneration for all his said services and expenses."

During the first year 148 students were enrolled. Mr. Estees, however, presented his resignation in 1874, after which the doors of the institution were closed for a short period. After varying experiences the endowment reached the amount of $30,000 in 1881, and during recent years its enrollment of students has reached 200.

The president of the college is James B. Unthank, who has held the position since 1881.

XXXI.—RIO GRANDE COLLEGE.

(RIO GRANDE, GALLIA COUNTY.)

[Sketch by President J. M. DAVIS.]

This school owes its existence to the Christian benevolence of Deacon Nehemiah Atwood and his wife, Parmelia Atwood. They were married in 1819, and spent all of their subsequent lives in Raccoon Township, Gallia County, Ohio, where they accumulated an estate of about $100,000. About the year 1850 Rev. Ira Z. Haning, a young minister of the gospel in the Freewill Baptist denomination, who had been for some time a student in the Ohio University at Athens, was doing evangelistic work in Huntington and Raccoon Townships. Under his ministry Mr. and Mrs. Atwood were converted and joined the Freewill Baptist Church, being baptized January 26, 1851.

From that time until their death they were active in Christian work and liberal in the support of the church and its benevolent enterprises. They gave $2,000 to the church at Rio Grande and gave a considerable sum to the West Virginia College at Flemington, W. Va.

Gradually the purpose of giving their entire estate to found and endow an institution for higher Christian education in the place where their lives had been spent and their estate accumulated was developed and matured largely through the suggestions and invited counsels of Mr. Haning; but no steps had been taken to carry out this purpose prior to Mr. Atwood's death in December, 1869. His widow soon began to move in this direction.

A campus was laid out and the main college building erected. This is a brick building with stone basement. It is three stories high above the basement, and has fourteen large rooms for recitation and for library and society halls. It contains the chapel, which occupies the entire upper story. It cost about $17,000, this money being furnished by Mrs. Wood (after Mr. Atwood's death his widow married Mr. Harrison Wood) to a committee consisting of Rev. Ira Z. Haning and Messrs. G. W. Eagle and T. W. Hampton. Its corner stone was laid in September, 1875, by Revs. S. D. Bates and W. Whitacre.

On the 1st day of November, 1875, a meeting was held in Gallipolis for the purpose of effecting a legal organization, and the articles of association were written and adopted. The preamble to these articles is in the following words:

We, the undersigned, and our associates, grateful for the natural advantages, providential blessings, and Christian civilization granted to us and our country, desire to

recognize and discharge the obligations enforced by such privileges; and, believing that a sound education, based upon Christian principles and ethics, is necessary to the development and support of our religious institutions and the present and future welfare of our race, have resolved to establish an institution of learning at Rio Grande, in Gallia County and State of Ohio, and having received pledges from Mrs. Parmelia Wood to the amount of over $50,000 and the positive payment of over $20,000 from the same party, do hereby adopt the following articles of association, and appoint the persons herein named trustees to manage and control said institution according to the laws of Ohio and the theology and practice of the Freewill Baptist denomination.

The denominational control of the college is provided for by an article requiring two-thirds of the members of the board of trustees to be members in good standing of the Freewill Baptist Church, and the repeal of this article is forbidden.

The persons adopting the articles of association were Parmelia Wood, Harrison Wood, I. Z. Haning, G. W. Eagle, W. C. Eagle, R. P. Porter, W. H. McNeal, J. C. Gross, T. W. Hampton, and J. H. Evans. They organized with Rev. I. Z. Haning as president and W. H. McNeal as secretary, and chose a full board of trustees, consisting of twenty-four members.

On the same day a certificate of appraisement, in which the building and grounds were valued at $20,500, was filed with the auditor of Gallia County.

The trustees met at Rio Grande December 9, 1875, and made arrangements for the erection of a boarding hall. This was soon afterward built at a cost of $13,000, which was paid by Mrs. Wood.

At another meeting, held June 30, 1876, the trustees adopted by-laws, elected an executive committee of nine members, and made arrangements for the opening of the college for the work of instruction.

The college was dedicated August 29, 1876. The dedicatory address was made by Rev. Ransom Dunn, D. D. A response, on behalf of the Freewill Baptist denomination, was made by A. A. Moulton, A. M., and a response on behalf of the people by Rev. H. L. Whitehead.

The following resolution was adopted by the people present:

Resolved, That we gratefully recognize the noble generosity of Mrs. Wood in what has already been accomplished in this college work, and pledge our sympathy and coöperation in the prosecution of the enterprise.

In the afternoon of the same day Dr. Dunn delivered an address on "The power and advantage of a collegiate education."

During the summer a faculty, consisting of Rev. R. Dunn, D. D., Albanus A. Moulton, A. M., George A. Slayton, A. M., and Miss Nellie M. Phillips, B. S., had been chosen, Dr. Dunn being president.

The college was opened September 13, 1876. As was to be expected, all of the students present the first year were of the preparatory grade, but the teachers at once arranged a course of study substantially equal to those in the first-class colleges of the Western States. This policy was sanctioned at a meeting of the board of trustees on June 28, 1877,

and the line of work for the future was thus marked out. Since that time the work of the college has continued according to those plans.

The courses of study are the English and normal; the preparatory, both scientific and classical, and the collegiate. both scientific and classical.

The following studies belong to the English and normal course: Orthography and reading, English grammar, mental arithmetic, practical arithmetic, higher arithmetic, geography, penmanship, United States history, mathematical geography and map drawing, composition and rhetoric, physical geography, algebra, physiology, bookkeeping, civil government, elementary physics, and pedagogy.

The scientific preparatory course is 2 years in length; the classical preparatory, 3.

The college courses are each 4 years in length. The scientific course contains no Greek. There is 1 year each of German and French in each of the college courses.

Rev. Ransom Dunn, D. D., was president of the college from its organization until 1879. He then resigned and was succeeded by Albanus A. Moulton, A. M., a graduate of Yale College and a teacher here from the beginning. In 1885 he was granted a leave of absence on account of failing health. In 1887 he resigned, and Rev. J. M. Davis, A. M., PH. D., a graduate of the Ohio University, who had been teaching in the college since 1879, and who had been acting president for the 2 preceding years, became president. In addition to the president the following is the faculty at present, September, 1889: Rufus D. Jacobs, M. D., lecturer on chemistry; J. W. Jones, A. M., professor of mathematics and Greek; C. O. Clarke, A. M., instructor in English department; Miss Ruth E. Brockett, A. M., preceptress, teacher of rhetoric and German; Mrs. Ida H. Brandyberry, PH. B., teacher of history and instrumental music.

Dr. Jacobs does not perform regular class-room work.

The attendance has never been large, averaging about 110 yearly.

The first class was graduated from the collegiate department in 1883. Up to the present time 17 have been graduated from this department, 10 having taken the classical and 7 the scientific course.

The college has had a marked beneficial effect upon the intellectual and moral life of the region in which it is located.

Mrs. Wood paid the current expenses of the college not met by fees from students until her death in March, 1885. She bequeathed her private estate, appraised at $80,000, to the college for an endowment fund. Her relatives have tried to have her will set aside, but have been defeated in two suits instituted for this purpose. A third suit has been instituted, but it is not believed that any part of this fund will be diverted from its benevolent purpose.

Rev. W. J. Fulton has been president of the board of trustees since 1885.

XXXII.—TWIN VALLEY COLLEGE AND OHIO CONSERVATORY OF MUSIC.

(GERMANTOWN, MIDDLETOWN, AND WALNUT HILLS, CINCINNATI.)

[Sketch by President BROWN.]

This institution was founded by Orvon Graff Brown, A. M., son of Rev. W. K. Brown, D. D., president of the Cincinnati Wesleyan College.

It was the result of a happy thought suggested by the situation of the site. The young man was not in search of a situation, but found one and appropriated it to this purpose. Having discussed with the village authorities their special need of a thorough training college in this part of the State, he won their coöperation in the proposed project. They encouraged the enterprise in a very practical and substantial way. Sixty days from the date of the first observation of the place Twin Valley College was opened formally, in the presence of a thousand visitors, February 4, 1886. The institution was chartered under the laws of the State of Ohio as a College and Conservatory of Music. The felt want of facilities for collegiate training and high musical advantages for large populations in this part of the State gave impetus to rapid development and progress. The expense attendant upon the study of music, art, and elocution by going to the adjacent city debarred great numbers of really worthy and talented people from such culture. Therefore the management of the Ohio Conservatory of Music determined to extend its provisions. Teachers who would not consent to spend all their time in a village or second-class city are secured by the Cincinnati Wesleyan College and reside in the city. These are engaged also for the Twin Valley College and Ohio Conservatory, giving lessons regularly in each of the several schools.

The Twin Valley College is located on an eminence at the western slope of the Twin Valley; the view stretches away over cultivated miles of rich farm-lands, including the quaint little village of Germantown. The college building is a substantial structure of brick, 50 feet front by 65 feet deep, and a rear wing 20 feet wide by 65 feet deep, making a total depth of building 130 feet.

There are thirty-three rooms well provided for lighting and ventilation.

The institution is provided with a chemical and physical laboratory, a

large geological and conchological cabinet, and a good working library; also a valuable statistical library.

There is a classical course for the degree of baccalaureate of arts and a literary course for the degree of baccalaureate of literature. There is a business department, and also a musical department.

The name Ohio Conservatory of Music embraces the college at Germantown, the school at Middletown, second floor of Merchants' National Bank, and the schools Nos. 17 and 18 Morris street, fronting on Eden Park, Walnut Hills, Cincinnati.

XXXIII.—ST. XAVIER COLLEGE.

(CINCINNATI, HAMILTON COUNTY.)

This institution, known at present as St. Xavier College, was established October 17, 1831, by Rt. Rev. E. D. Fenwick, D. D., first bishop of Cincinnati, under the name of the "Athenæum." In the year 1840 it was transferred by the Most Rev. Archbishop J. B. Purcell, D. D., to the fathers of the Society of Jesus, who have conducted it ever since under the title first mentioned. It was incorporated by the general assembly of the State in 1842. In 1869 an act was passed which secures to the institution a perpetual charter and all the privileges usually granted to universities.

The course of study embraces the doctrine and evidences of the Catholic religion, logic, metaphysics, ethics, astronomy, natural philosophy, chemistry, mathematics, rhetoric, composition, elocution, history, geography, arithmetic, penmanship, book-keeping, actual business, commercial law, the Latin, Greek, English, German, and French languages. The college is provided with suitable chemical and philosophical apparatus and possesses a valuable museum, containing a large collection of mineralogical and geological specimens. The library numbers about 16,000 volumes.

On the completion of the classical course the degree of A. B. is granted.

As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Tuition per session of 10 months, for all classes, is $60.

There are two courses of instruction, the classical and the commercial. The classical course is designed to impart a liberal education. In the accomplishment of this purpose the ancient classics hold the first place, as the most efficient instrument of mental discipline. Besides Latin, Greek, and English, the course embraces religious instruction, mental and moral philosophy, astronomy and mathematics, history, literature, the natural sciences, in a word, all the usual branches of a complete education.

The course is divided into two departments, collegiate and academic.

The present faculty in the collegiate department is as follows: Rev. Henry A. Schapman, S. J., president; Rev. George A. Hoeffer, S. J., vice president and prefect of studies; Rev. John E. Kennedy, S. J., treasurer; Rev. T. H. Miles, S. J., chaplain. Collegiate course, Rev,

Martin M. Harts, S. J., professor of philosophy; Rev. Henry M. Calmer, S. J., professor of evidences of religion; Mr. Charles J. Borgmeyer, S. J., professor of chemistry, mathematics, and geology; Mr. Thomas F. Treacy, S. J., professor of natural philosophy and mathematics; Rev. Henry M. Calmer, S. J., rhetoric; Mr. Francis B. Cassilly, S. J., poetry; and Mr. Louis Kellinger, S. J., humanities.

XXXIV.—ST. JOSEPH'S COLLEGE.

(CINCINNATI, HAMILTON COUNTY.)

St. Joseph's College was founded October 2, 1871, chartered May 3, 1873, and is conducted by priests and brothers of the Congregation of the Holy Cross. Its classical course embraces a study of English, Greek, and Latin, mental and moral philosophy, mathematics, and the physical sciences. It is completed in 6 years. There is also a commercial course. The classical course begins with Latin grammar, English grammar, and arithmetic, and the usual college studies are taken up in order. In the freshman year the studies are as follows: Latin, Ovid and Sallust; Greek, grammar and Anabasis; English, composition and rhetoric, mathematics, algebra, and geometry completed. The degree of B. A. is given on completion of this course. The college is open to boys only and its constituency is mainly derived from the city of Cincinnati and the country immediately surrounding.

The faculty for 1888–89 is as follows: Rev. James Rogers, C. S. C., president; Rev. P. J. Moran, C. S. C., vice president; Rev. J. D. Coleman, C. S. C., prefect of discipline; Rev. J. Thillman, C. S. C., secretary; Rev. James Rogers, C. S. C., English and evidences of Christianity; Rev. P. J. Moran, C. S. C., Latin and Greek; Rev. John Thillman, C. S. C., German and Christian doctrine; Rev. J. D. Coleman, C. S. C., mathematics and penmanship; Mr. F. A. Reuter, C. S. C., German, instrumental and vocal music; Bro. Theogene, C. S. C., book-keeping and commercial law; Bro. Remigius, C. S. C., history, mathematics, and English; Mr. James McDermott, C. S. C., arithmetic, geography, and history; Mr. J. F. DeGroot, C. S. C., German, and director of preparatory department.

APPENDIX.

I.—THE ASSOCIATION OF OHIO COLLEGES.

The following history of this association has been prepared for use in the present monograph by Prof. John M. Ellis, of Oberlin College, president of the association for the years 1888–89. It serves in many ways to bring out the peculiar problem and the character of the colleges of Ohio, since the association itself has found its prime usefulness in elevating the standard of the colleges and in sharply discriminating between those which do and those which do not meet the requirements of a progressive standard:

Like all valuable institutions this association is an evolution or growth. It is another illustration of the prevalent tendency toward combination or union effort. For some years before its formation, on various occasions, representatives of different colleges had met in convention with the Ohio Teachers' Association or other gatherings for mutual conference. At such a meeting prior to 1867, a committee seems to have been appointed to prepare a plan of organization of the colleges of the State.

The first records of this association begin as follows:

> At a meeting of college officers at Springfield, Ohio, July 2, 1867, President Howard, of Ohio University, was appointed temporary chairman; President J. W. Andrews, of Marietta College, temporary secretary.

Then follows a list of the college men present, representing the following institutions: Marietta, Farmers' College, Mount Union, Western Reserve, Ohio University, Urbana University, Wittenberg, Kenyon, and Antioch.

The report then continues:

> Professor Tappan, from a committee previously appointed, made a report on organization. The report was discussed and adopted.

This report was substantially the present constitution of the association. The purpose of the organization is stated not very clearly or definitely in article 1, as follows:

> The object of this association shall be an interchange of opinions among those engaged in the higher departments of instruction, and the adoption of such common rules as may seem fitted to promote efficient and harmonious working.

The association was to be composed of the presidents and professors of the colleges in the State of Ohio, together with the governor, the commissioner of common schools, and the president of the Ohio State Teachers' Association as members *ex officio*.

It was manifestly the plan, as it was the custom for several years, to hold the sessions of the association in connection with the annual meetings of the Ohio State Teachers' Association. Hence the article making the president of the teachers' association a member *ex officio* of the college association.

This arrangement it was thought would bring the common school men and college men in contact and serve to adjust the public schools to the colleges. For 6 or 7 years this plan was carried out. There seems to have been little preparation for the college meetings; few or no papers were provided and little effort was made to secure the attendance of college men. Little if any provision was made for the college meeting in the general programme. Those college men who were interested in attending the Teachers' Association would be called together at such times as were not occupied by the general sessions of the Teachers' Association and discuss any questions that might be proposed at the time, and such papers were read as members present happened to have prepared. The sessions were held in July, when college men were off on summer vacations, and the attendance was small, with apparantly little enthusiasm in the meetings. During the first 7 years two special meetings were called in the holiday vacation, which seem to have been more fully provided for and more largely attended. No meeting is quoted for 1871, and at the meeting in 1872 at Put-in Bay President Tappan, who was secretary, announced "that the question immediately before the association was one of life or death."

The result of the discussion was a resolution to continue the association. The following year a meeting was held during the holiday vacation, at Westerville, with largely increased attendance and interest. Several important papers were presented, and various questions of practical interest were considered.

Since that time the meetings have been held in the winter vacation and been attended with constantly increasing interest and profit. In 1875 the association met at Gambier, the following year at Delaware, where a new era began in its history. A full and interesting programme had been prepared, efforts had been made to give notice of the meeting to all the college men in the State, and 40 presidents and professors, representing 14 different colleges, were present and took part in the discussions. The following year 48 were present at Cincinnati, representing 23 colleges. From that time the interest has continued, and the attendance has been varying from 22 at Wooster to 53 at Cleveland.

A wide range of topics has been considered, scientific and practical. The work of the colleges has been unified and a profitable mutual acquaintance promoted.

One question has engaged attention from the first and is still before the association, viz: How to adjust the high school and college to education. At the second meeting of the association, in 1868, the following resolution was discussed and adopted:

Whereas there is properly no antagonism between the higher and lower schools of education, and as it would be exceedingly desirable that the forces of each in the work of education should as much as possible be encouraged by mutual coöperation, therefore—

Resolved, That, in the opinion of this association, on the one hand the course of study in the high school should be so arranged as to enable the youth who have that object in view to gain the qualification necessary for admission into college classes; and on the other hand, the college curriculum should, so far as is consistent with a thorough scientific training, be so modified as to make this practicable.

At the special meeting in Columbus the same year, in pursuance of the above resolution, the following resolution was adopted by the association:

The colleges will admit students from the high schools who have not studied Greek to the college classes for which they are prepared in mathematics, in Latin, and in natural science, and will furnish such students the opportunity to make up their Greek to the grade of their other studies.

At the next session this action was explained or modified by the following:

Resolved, That the action of the association in December, 1868, was intended simply to recommend to the colleges of the State to receive students who may be defective in Greek, but whose attainments in Latin and mathematics may constitute a full equivalent for said deficiency.

This is still the standing rule of the association upon this question, and probably the general practice of the colleges of the State. At the meeting in Delaware, in 1876, letters were read from a committee of the Ohio Teachers' Association on the relation of the high schools to the colleges. A committee of the association was appointed to respond and to request the teachers' association to appoint a similar committee to report the next year.

At Cincinnati the following year the resolution was again considered. Dr. John Howard, from the Ohio Teachers' Association, addressed the association. The committee appointed the previous year reported, recommending a resolution, almost identical with that passed in 1868, as to admission of high school graduates without Greek, which was again adopted.

In 1885, at Cleveland, the question was again before the association in a discussion of the topic, "What relations between the Ohio schools and the colleges are practicable?"

It was voted that a committee be appointed to confer upon this subject with a similar committee to be appointed by the Ohio Teachers' Association and with high schools, for the purpose of agreeing upon a plan for the admission of high-school graduates to college without further examination. This conference was held and, subsequently, reports made to the association.

At Columbus, in 1888, an extended report was presented with a scheme of studies for schools and colleges, fully adjusting the relations of the two, and rendering it practicable for the schools adopting it to enter their graduates at once as freshmen in the best colleges. This report is still before the college association and the high schools. It is clear that if there is want of harmony between the schools and the colleges it is not for lack of efforts to reach an adjustment.

Of other topics discussed, the methods of teaching in different branches, the lecture system, the value of laboratory work, the use to be made of the library, the plan and conduct of examinations have received constant attention and valuable treatment. The whole subject of what may be called the new education, embracing the whole of scientific studies, modern languages *vs.* the ancient, English in college, elective studies, and original investigation, has been canvassed and argued on all sides. On the whole, conservative tendency seems to have been predominant, and a strong bias has been manifest for the methods and studies having the approval of long and successful usage, yet there has been a readiness and manifest desire to adopt all improvements as fast as they are shown to be real improvements on the old.

The most interest and effort has been given to this college curriculum and to the standard of work that should be required for the different college degrees.

The object of the association as at first proposed was only for mental interchange of views and mutual improvement of all the higher schools of the State. There was no disposition or effort to discriminate or raise the question whether a school called a college deserved the name or not.

Any of the thirty or more schools bearing the name of college or university could send its president and professors to the meetings of the association, where they were received without question.

But very early there appeared a disposition to make the association useful in elevating the standard of the colleges of the State, and in removing a somewhat prevalent reproach against them for inferior grade of work and of requirements. In the second year of its existence the record states that the executive committee presented as a proper subject for consideration the following: An examination of the curriculum of each institution represented, for the purpose of ascertaining the relative amount of time given to the studies of each department, viz, languages, ancient and modern; mathematics, sciences, mental and moral philosophy; and such further consideration of the whole subject thus presented as may be thought necessary to secure a somewhat uniform method in this regard among the institutions of the State.

This topic was considered and the courses of the colleges were reported and compared.

Three years later, in 1870, there is this record:

President Tappan, of Kenyon, read a paper containing statistics of several colleges of the State with reference to the course of study. The report was accepted and President Tappan was requested to tabulate and publish his report.

At the meeting in 1873 a paper was presented proposing "that a board of examiners should be created by and for the State of Ohio, with power to examine and graduate the candidates for academic degrees." This paper was discussed and the need of some such arrangement was urged to secure a uniform and worthy standard of requirements for these degrees. The paper was referred to a committee to report at the next meeting.

The next year this committee seems not to have reported, but a paper was read on post-graduate studies and degrees, which again brought up the subject for consideration, and at the following large meeting in 1875 at Delaware, Professor Scott, from this committee, presented an extended report on the requirements for degrees in the various colleges of the State.

This paper was discussed at length, and it was clearly the opinion of those present that the association should fix some standard to which a college must conform in order to be received into its membership.

The whole question was referred to a committee of five, to report the following year what action should be taken to bring this result to pass.

This committee, consisting of representatives from Western Reserve, Denison, Ohio Wesleyan, Kenyon, and Oberlin colleges, had several sessions during the year, and presented the following report at the next meeting in Cincinnati:

It is the judgment of this committee that colleges holding or claiming membership in the association should be able to fulfill three conditions.

(1) There should be the four regular college classes in full operation.

(2) The college course should comprise 4 years of solid work with 15 recitations per week.

(3) The minimum of requirements for admission to the freshman class should be, besides the common English branches, from 2 to 3 years of Latin study with daily recitations, 2 years of Greek with daily recitations, and algebra to quadratic equations.

(4) With reference to the propriety of erecting a State board of examiners for degrees, your committee deem such a project impracticable and inadvisable.

This report with slight amendments was adopted, and the question of carrying it into effect was informally discussed without action at this meeting.

Interest in the subject of the standing of Ohio colleges was increased by the opening address of President Taylor, which was upon the topic, "The present condition of collegiate education in Ohio."

With this discussion and the above report further action went over to the next annual meeting at Oberlin. At an early stage of this meeting it was voted that a committee of five be appointed to ascertain what colleges come within the conditions of the resolution adopted in 1877 upon the subject of membership in the association, and a committee of three was appointed to nominate the members of this committee of five.

They reported and the committee was constituted of representatives of the following colleges: Western Reserve, Kenyon, Oberlin, Antioch, and Ohio Wesleyan University. This committee, after full deliberation, reported through its chairman, Professor DeWolf, that the task assigned them was a difficult and delicate one; that the committee knew there were institutions in the State well worthy of the name of college; that there were some others which they were compelled to believe were quite unworthy of that name, while there were still others which, owing to their brief existence or their isolated location, were as yet unknown to the members of this committee. They were therefore unprepared to make a final report without time and opportunity for further inquiry. Nevertheless, while they could not feel justified in making an unfavorable report upon any college after such brief consideration, the need of a definite basis of organization for the next meeting rendered a partial report desirable. They had, therefore, decided to report at this time only the names of those colleges concerning which they had definite information and whose right to the title was, in their judgment, not to be questioned, reserving all other names for further inquiry and consideration, and expressing no judgment, either favorable or unfavorable, concerning them at present.

Fifteen institutions were then named in the order of the date of their charters, as follows: Ohio University, 1804; Kenyon, 1824; Western Reserve, 1826; Denison University, 1831; Oberlin, 1834; Marietta, 1835; Ohio Wesleyan University, 1842; St. Xavier's, 1842; Otterbein, 1847; Antioch College, 1852; Baldwin University, 1856; Hiram College, 1867; University of Wooster, 1870; University of Cincinnati, 1870; Ohio State University, 1870.

This report was adopted, and these institutions were thus made to constitute the association.

It was also voted that the committee already appointed, with the addition of two members chosen from professors occupying the chairs of science in colleges of the State, be requested to report at the next annual meeting as to what should be required as a minimum of study in the courses leading respectively to the degrees of bachelor of arts, bachelor of science, and bachelor of philosophy.

At the next meeting this committee reported the following recommendations:

(1) That Wittenberg College be recommended for membership in the association.

(2) That the question of membership and the present standing of the colleges in the association be referred to the executive committee for recommendation from year to year, provided that no application for membership be acted upon at the meeting at which it is presented.

(3) That the fourth article of the constitution be amended so as to read, "Also, an executive committee of seven members, the president being a member *ex officio*, the other six members to be elected by a majority vote of the colleges represented, two to retire each year."

It was the purpose of this action to constitute a very carefully selected and representative executive committee, who should have charge

of examining into the condition and work of any college applying for admission, and also of observing carefully the work and standing of the colleges already admitted, to see that they were filling the requirements laid down for membership.

The committee on the requirements for different degrees presented preliminary reports which were accepted, and the committee were "instructed to continue the work intrusted to them; and especially to report upon the standard requirements for admission to the *undergraduate* courses leading to these several degrees in the colleges of the association; and also upon the quantity, quality, and kind of work which should be the minimum requirement, and which these degrees should represent."

At the next meeting in 1880, at Marietta, this subject again occupied a large part of the session.

The committee reported carefully prepared schedules of requirements for the different degrees, President Andrews on the course preparatory to college, Professor Smith, of Oberlin, on the college course looking to the degree of B. A., and Professor Tuttle, of the State University, on that looking to the degree of B. L.

These reports were fully discussed, and again referred to the committee, which was reconstituted for further elaboration and final report.

This committee was as follows: Prof. Judson Smith, chairman; President I. W. Andrews, President W. B. Bodine, Prof. A. H. Tuttle, President Thomas Vickers. It was voted that the proposed courses should be printed and sent to all the members of the association a month before the next meeting.

This was done, and after extended consideration by the committee the courses were reported at the meeting in Granville, 1881. Much of the discussion was devoted to considering these courses. The reports, after ample discussion and unimportant amendments, were adopted, and became the standing requirements of the association.

The matter, of so much importance and having engaged the attention of the association for 4 or 5 years in succession, seems worthy of reproduction in this paper. The following are the specific recommendations of the report as finally adopted:

REPORT OF THE COMMITTEE ON COURSES OF STUDY.

(1) That a baccalaureate degree be placed upon an equality of rank, and conferred upon the completion of courses of study essentially equivalent in point of time involved and amount and thoroughness of work required.

(2) That in order to this end the following courses of study be adopted by this association as the minimum of requirements for the several degrees in the colleges of this association, it being understood that full equivalents shall be provided in all cases of departure from these courses.

First course.—For the degree of bachelor of arts.

Preparatory course.—(*a*) Latin, grammar completed; Cæsar, four books; Cicero, seven orations; Virgil's Æneid, six books; prose composition, Parts 1 and 2; (*b*) Greek, grammar completed; Anabasis, three books; Homer's Iliad, one book; prose composition, Part 1; (*c*) mathematics, arithmetic; algebra through quadratic equa-

tions; plane geometry; (*d*) history and geography, history of the United States; outlines of history; political and physical geography; (*e*) English grammar; analysis; composition.

College course.—(*a*) Language and literature, seventeen terms, as follows: Latin, five terms; Greek, six terms; modern languages, three terms; rhetoric, one term; English literature, two terms; (*b*) mathematics, five terms, as follows: algebra completed, geometry completed, trigonometry, analytical geometry, and calculus, one term each; (*c*) natural science, six terms, as follows: physics, astronomy or mechanics, chemistry, physiology, botany, geology or zoölogy, one term each; (*d*) philosophy, four terms, as follows: psychology, ethics, logic, Christian evidences, one term each; (*e*) history and political science, four terms, as follows: modern history, two terms; political economy, one term; science of government, one term.

For the degree of bachelor of philosophy—preparatory course.—The same as that for degree in the arts, except that German or chemistry, science and English may be substituted for the Greek of that course.

College course.—The same requirements as in the college course for degree in the arts, except that a full equivalent in modern languages and literature is substituted for the Greek of that course.[1]

(3) That in order properly to carry out the programme of college studies above laid down, the colleges be manned with an adequate faculty and furnished with museums and laboratories for practice in physical sciences, apparatus, and libraries sufficient for the purposes of a thorough college training.

Colleges conferring the degree in the arts and in philosophy should have the following chairs of instruction: Latin, Greek, modern languages, mathematics, geology and natural history, chemistry and mineralogy, rhetoric, English and history, psychology, ethics and political science.

(4) That the executive committee of the association revise the list of colleges included in its membership each year; and that they report, if needful, recommendations for abridging or extending the list according to these conditions.

The recommendations as to the courses for degree of bachelor of science were referred to a special committee to report the next year. At the next meeting this committee made a report, and after discussion the following minute was adopted:

Whereas so few of the colleges represented in this association propose to confer the degree of B. S.,

Resolved, That it is not desirable for this association to define the requirements of a scientific course for our colleges.

At the same meeting it was voted that colleges in the association would confer the degree of PH. D. only upon the performance of specific post-graduate work.

From all this long record it is manifest that the colleges of the association were earnest and persistent in their purpose to unify and improve the quality of the work done by the colleges of Ohio. The machinery and agencies seem all provided.

How effective they have been and how thoroughly applied is not so obvious. Like all machinery these conditions and rules seem of little influence unless there are individual men in earnest to carry them into effect. It is doubtful whether any body of men drawn from the differ-

[1] A term of study as here used comprises 13 weeks of five recitations of 1 hour each in every week. These studies are carried on simultaneously, so that nine such terms make a year's work in the college course.

ent colleges will undertake the supervision of the work in the different colleges and a revision of the list of membership as is proposed in this scheme for the executive.

But the fact of such requirements and making them a condition of admission to the association is of practical value and no doubt tends to improve the standard of college work in the State. There can be no question that there has been such improvement since this question began to be agitated in the association, 10 or 12 years ago.

It is well to call up this action and have the attention of the colleges of the State newly directed to the standard here set up for all colleges approved as such by this body, and it would seem clear that the attention of the executive committee should be called to the work of examination and revision of the list which the constitution lays upon them. Nothing probably did so much to cheapen the degrees given by the colleges of Ohio, a few years ago, as the frequent granting of degrees of B. S. for very inadequate and inferior courses. In this matter there has doubtless been great improvement, and the few colleges which bestow the degree for the most part do so only for a fair amount of work done.

It is not necessary to extend this paper, already far too long, by attempting any account of the more recent meetings. From the survey already given it would seem clear that the association has been of real and lasting service to the cause of higher education in the State, and to all who have shared in its deliberations.

It has brought the colleges of the State into fellowship and mutual acquaintance; it has elevated the standard of work done by them; it has called out and stimulated the discussion of all practical and theoretical questions connected with college work, and made real contributions to the development and settling of the best methods and true principles in education and in thought. Many of those who were most active and uniform in the early history of the association have closed their labors and gone to their reward. It is for those who remain to build upon the foundations so well laid and make the work of the future a worthy sequel to the patience and effort of the past.

The Association of Ohio Colleges is at present composed of the presidents and professors of the following institutions, and officials: Ohio University, Adelbert College, Kenyon College, Wittenberg College, Denison University, Marietta College, Oberlin College, Ohio Wesleyan University, Otterbein University, Buchtel College, University of Wooster, Antioch College, Ohio State University, Hiram College, Baldwin University, University of Cincinnati, Miami University, and, *ex officio*, the governor of the State, the commissioner of common schools, and the president of the Ohio Teachers' Association.

The officers for 1888–89 are as follows: President, John M. Ellis, Oberlin College; vice-president, Galusha Anderson, Denison University; secretary, J. R. Smith, Ohio State University; treasurer, L. H. McFadden, Otterbein University.

II.—COLLEGES AND HIGH SCHOOLS.

Following is an abstract of a paper read before the twentieth meeting of the association of Ohio Colleges in 1888 on the subject of an adjustment between the high schools and the colleges, together with a review of such practical measures in this direction as have been taken, prepared by Prof. Henry C. King, of Oberlin College:

Is a "closer and graduated relation" between the higher and lower institutions of learning possible?

If such an adjustment is possible its basis must be found in the principles underlying an educational system, in the experience of the high schools, and in the experience of the colleges.

"That which is educated is educated to an end," Lessing long ago said. And it can not be too frequently insisted that a course of study should have a clear aim, and be able to give a reason for itself. Mr. R. H. Quick has pointed out that the success of the early Jesuit schools was chiefly due to the very definite aim of their training, though that aim was not the broadest nor the highest. Pestalozzi's aim in education was not too broad—the judicious development of all the faculties. Upon a principle not less broad than this, certainly many colleges aim to base their requirements for admission; they would not be justified surely in a set of miscellaneous requirements without any principle of unity. Any course adopted by the high schools, and required by the colleges for admission, should be able to show a philosophical basis for itself, in that it provides for all the "fundamental disciplines," offering a symmetrical training of all the faculties by the five great divisions of study commonly recognized: mathematics, language and philosophy, science, history, literature and art.

Perhaps no recent writer has made more clear than Dr. Harris[1] the philosophical reason for the often unconscious recognition in school courses of these five great divisions of study. Every symmetrical course of training must recognize these five great branches of study, he would say, because they answer to the fivefold outlook of the mind upon the world of nature and the world of man. Even secondary education thus should provide for the outlook on the world of nature in those studies which have to do with time and space, the abstract possibility

[1] "On the necessity of colleges to supplement the high schools;" Ohio Educational Monthly, August, 1888. The attention of teachers may well be directed again to this very valuable paper, as a distinct contribution to the solution of the problem of the relations of the schools and colleges.

of existences in nature—arithmetic, algebra, and geometry; and with those studies which deal with organic and inorganic nature in the concrete—physiology, physical geography, physics, and chemistry. The course of study should provide for the outlook on the world of man also, in those studies which show the will, the practical, self-directive side of man—history and science of government; in those which reveal the intellect, the reflective, theoretic side of man—the study of the "internal processes of the mind in the vocabulary and grammatical structure of language," rhetoric, and mental or moral philosophy; and also in those studies which show the æsthetic side of man—literature and art.

There is thus suggested the outline of a pretty definite course of study.

Now if, underlying an elementary course of training, it is granted that there should be some principle which is based on the general nature of the child and not on the idiosyncrasies of each individual, it would seem to follow as an immediate inference that, in Dr. Harris' language, "the best course of study for any one pupil is the best for all, so far as fundamental disciplines are concerned." This is not to say that exactly the same studies must be pursued by all; but that in the education of each one the five great branches of study should be fairly represented; and to this it is believed that most educators who are not manifestly riding a hobby would agree, even if they did not accept the details of the analysis given above.[1]

But this conclusion carries with it, as involved in it, the practical inference that the high school course should be essentially one, not many, though admitting of choice between studies of the same great division and of equal rank. The principle thus opposes, as unnecessary and unwise, "splitting the curriculum of the high school," as is so commonly done, "into a general and classical course." If now college courses can be adjusted to such a unified high school course, the evil would be at once removed of requiring a pupil or his parent to decide for or against a college education at the beginning of his high school course, four years in advance of his entrance to college.

In the course of study indicated above as having a basis in principle, the schools and colleges may each find the suggestion of some needed adjustment on their part.

The high schools are most likely, perhaps, to overlook the true value of the studies chiefly disciplinary. And upon these studies the thoughtful language of Dr. Harris, speaking out of a long experience as a superintendent of schools, will justly come to high-school teachers with more force than any argument made apparently only from the standpoint of the college. His full argument is here necessarily much condensed.

[1] The very similar course outlined by Mr. E. J. Lowell, on quite different principles, confirms this conclusion. See Atlantic Monthly, January, 1888.

"Directive intelligence precedes practical directive power as its necessary condition." "Disciplinary studies deal with the *genesis* and *production* of results, rules, and usages"—with principles. A principle nucleates bits of information to an orderly system, making all valuable. "The study of principles in their genesis or development gives one further directive power over details through insight into the laws of their production and change." "Disciplinary studies, therefore, as herein defined, are the studies that chiefly give directive intelligence, and are therefore the most practical of all studies."

From this is seen the importance of a knowledge of the history of development, and hence, since modern civilization is derivative, especially of the Latin and the Greek, the languages of the civilizations on which it chiefly depends. The impulse of even a little study of Latin is "towards directing the mind's view to laws and institutions or the forms of the will." The impulse from the Greek is "towards literary and philosophical views of the world." The Latin and the Greek, then, as languages which "belong to the embryology of English-speaking peoples," have a "potential disciplinary value," which a modern language can not have.

"Latin, Greek, and mathematics, from the point of view here presented, must be regarded as disciplinary studies in a more important sense than the other studies of the school. They furnish the insight into the genesis of modern civilization and into the constitution of nature," though it is not the thought of Dr. Harris or of this paper that both Latin and Greek should necessarily appear in every secondary course of training, but that one of them should so appear.

The colleges insisting upon the disciplinary studies have failed, perhaps, fully to recognize in their requirements for admission the studies outside of Latin, Greek, and mathematics. Science, modern literature, and history other than that of Greece and of Rome, deserve recognition. It is not to be forgotten that the study of science comes too late for the most valuable results if it is delayed until the habits of the mind are essentially formed. The habit of scientific observation and experiment needs early cultivation if it is ever to become a natural and permanent aptitude of the mind. The real significance of the histories of Greece and Rome, too, is not to be seen except in observing their close relations with the history of later periods. It should not need argument that our own English literature deserves careful attention; and for somewhat similar reasons, as well as for its use as a tool, some other modern language may properly ask a place in secondary courses.

Reasoning thus upon acknowledged principles, it would seem that both classic and modern studies deserve a place in high school and preparatory courses, and both must be recognized, if there is ever to be a satisfactory and graduated relation between the schools and the colleges.

Now, do the experience of the high schools and the experience of

the colleges confirm practically these conclusions, and show that a satisfactory adjustment of courses is possible?

Ten weeks of personal investigation of forty-two representative high schools, in thirty-one counties of Ohio, securing from teachers definite and detailed statements of work, of courses, and of methods, have furnished a basis of facts as to the high schools that ought to insure a due appreciation of the elements of the problem from their side. The results of this investigation, instituted by Oberlin College, seem to show that the high schools are right, in the attention given to English literature; in the recognition of a modern language; in teaching general history instead of the Greek and the Roman history only; in bringing in some study of the sciences early; and in introducing some subjects to start thought, as mental or moral philosophy or political economy, without pretending to exhaust them. If these conclusions are correct, they apparently show the need of some adjustment on the part of most of the colleges. The investigation also showed that many high schools were teaching a number of subjects outside even the liberal scheme indicated above. Twenty-seven out of forty schools were teaching from five to ten subjects that would not be required for admission to college even on that scheme. This fact seems to show the possibility of adjustment on the part of the high schools. But this visitation of the schools made equally clear a third fact, that the solution of the problem of increasing the number of those seeking college education, with even the most favorable adjustment of courses, depends chiefly upon the personal influence of the high-school teachers. And this personal element in the problem is never to be forgotten.

The experience of many colleges shows that students do come without Greek, but with other studies to offset this lack, and even under present disadvantages, can begin the Greek after entering college under regular teachers, and be given regular standing in the freshman class. In doing this the colleges simply adopt the principle of requiring a certain amount of time in certain studies, without insisting upon the order deemed ideally the best.

Upon this basis of principles, and the double experience of high schools and colleges, the present plan of adjustment is proposed.

We are thus brought to the

COURSE RECOMMENDED FOR PREPARATORY AND HIGH SCHOOLS.

(1) The course is laid out for a year of at least 38 weeks, divided in three terms; in general, five recitations a week, of 55 minutes each, in each study.

(2) One half day a week, for the 4 years, is intended to be given to regular work in composition, in rhetoric, and in English literature; the latter to cover the requirements for admission agreed upon by the commission of New England Colleges. These requirements, as well as a

full description of the work in the other subjects, will be found printed in full in the Oberlin catalogue of 1888–89.

(3) It is intended that superintendents or principals should use their option in teaching the moral science, or some other study.

(4) It will be seen that the course makes the first 2 years, and the first two studies in each term thereafter except the last, required work. Rhetoric, chemistry, English literature, and botany are repeated simply to suggest different possible arrangements of the electives, not to indicate a second term's work in these subjects.

FIRST YEAR.

1. Latin, arithmetic, English grammar.
2. Latin, physiology, English analysis.
3. Latin, physical geography, United States history.

SECOND YEAR.

1. Latin, algebra, science of government.
2. Latin, algebra, general history.
3. Latin, algebra, general history.

THIRD YEAR.

1. Latin, physics, Greek or French or German or rhetoric.
2. Latin, physics, Greek or French or German or English literature.
3. Latin, geometry, Greek or French or German or botany.

FOURTH YEAR.

1. Latin, geometry, Greek or rhetoric or chemistry or French or German.
2. Latin, mathematical review, Greek or chemistry or English literature or mental philosophy or political economy or French or German.
3. Latin or French or German (moral science) Greek or botany or trigonometry or French or German.

It is to be noticed that this course, or the plan of adjustment founded upon it, does not stand or fall with a change in any single study, or even in several studies.

The course thus recommended embodies the principles laid down in the earlier part of the paper.[1]

The high schools can teach it. It will be found to be well adjusted to the actual facts disclosed by investigation among them.

The colleges can accept it; as long experience shows. A number of colleges are already working under similar but less consistent plans.

There are additional incidental advantages not inconsiderable.

There is a good division and distribution of subjects.

The course makes a good general course for those schools where neither Greek nor a modern language can be taught.

The student is not required to settle the question of higher education at the beginning of his high-school course.

[1] High-school teachers may be interested to know that in a personal letter, Dr. Harris says: "I find that your outline of the course of study is in exact accordance with my own views."

Rather, the question is practically left open to the end, even if Greek is not taken at all.

The first 3 years make a good course for those schools which do not wish to provide a 4-years' course.

The alternates have considerable freedom, and possibility of adaptation to the wants or circumstances of different communities; and yet if a high grade of work is maintained, the student will not be shut out from college.

The plan greatly simplifies the work of the high schools and of preparation for college.

So great is this simplification thought to be, that it is believed that many high schools, without increasing at all their present teaching force, could teach this single course with all its electives, including Greek, more easily than they now carry on their several parallel courses.

Gradual experience in teaching this course will show, it is thought, the possibility of the "shortening and enriching" of the courses for all the schools, so much needed and desired.

The plan, if generally adopted, would greatly assist in unifying the education of the State, without imposing a hard and fast course upon any community.

Each school can help toward this better adjustment and greater uniformity in courses, by adopting the course recommended, either in a single form or with all its alternatives. For any college, providing elementary instruction in Greek, can, and probably will, accept such a course, even if it has not adjusted its own requirements thereto. And every added school entering on such a plan makes adjustment and uniformity more possible.

A *greater practical unity* would thus result, even if no official action were taken by either the colleges or the schools.

It is not expected that this problem of the relations of the schools and colleges can be solved in a day. The steps to it need to be taken thoughtfully and carefully. But it is believed that the plan proposed in this paper, introducing no revolutionary change into either school or college, has such a basis in principle and experience as insures that the school or college entering upon the plan will make no serious mistake, and will be able to profit by all the suggestions that will come from an earnest attempt to meet the real difficulties of the question, and so will be in the line of most rapid progress toward the complete solution of the problem.

If the schools and the colleges could thus agree on a preparatory course, allowing some liberty in a small part of the same, *and if the colleges would arrange a course in college for students entering from such an alternative course*, the problem of the relation of school and college courses would approach a solution—and a solution the more complete and permanent, since it contains an element of freedom.

PRACTICAL RESULTS.

The visitation of forty Ohio high schools, made in the spring of 1888, and referred to in this paper, was undertaken by Oberlin College, not merely for its own sake, but in the hope that some added light might be thrown on the whole question of the relation of high schools and colleges. Some of the impressions from that visitation were given before the Northeastern Ohio Teachers' Association, and afterward published in the February and March, 1889, numbers of the Ohio Educational Monthly. Suggestions toward a solution of the problem of the relation of high school and college courses were given in a paper growing largely out of this investigation, and of which an abstract appears above, at the annual meeting of the association of Ohio colleges, and printed in the transactions of the association for 1888. The same paper, in substance, was presented by request of the chairman, Dr. E. E. White, as the report of the committee on the relations of high schools and colleges, at the annual meeting of the Ohio Teachers' Association, and published in their proceedings (Ohio Educational Monthly, September, 1889). The plan proposed in the paper is to come before both associations for further action at their next meetings. Wide currency has thus been given to the suggestions of the paper. The same plan has been presented before both associations, a thing not before accomplished in the educational history of Ohio. The elements of the plan were given also in the discussions of the department of secondary instruction, at the National Educational Association, 1889. The general features of the plan have met cordial approval from both schools and colleges, and it may be hoped that reasonable agreement may be reached in Ohio. Recommendations having the weight of the combined influence of the college and teachers' associations could hardly fail to have results in Ohio schools. It is still too soon to speak definitely of any results. The greatest results, doubtless, so far, are renewed interest in the question and an increased willingness to seek and to accept a reasonable solution of the question. The problem is receiving a broader treatment. Schools and colleges have already been brought to a better mutual understanding, through a better knowledge of each other's work. It is to be hoped that the results already accomplished through visitation, by a number of the colleges, may be greatly extended by the adoption of a regular plan of visitation of the high schools and examination of their work, so that every important high school in the State may be visited as often as once in 3 years; it can scarcely be doubted that both the schools and the colleges would be the gainers.

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